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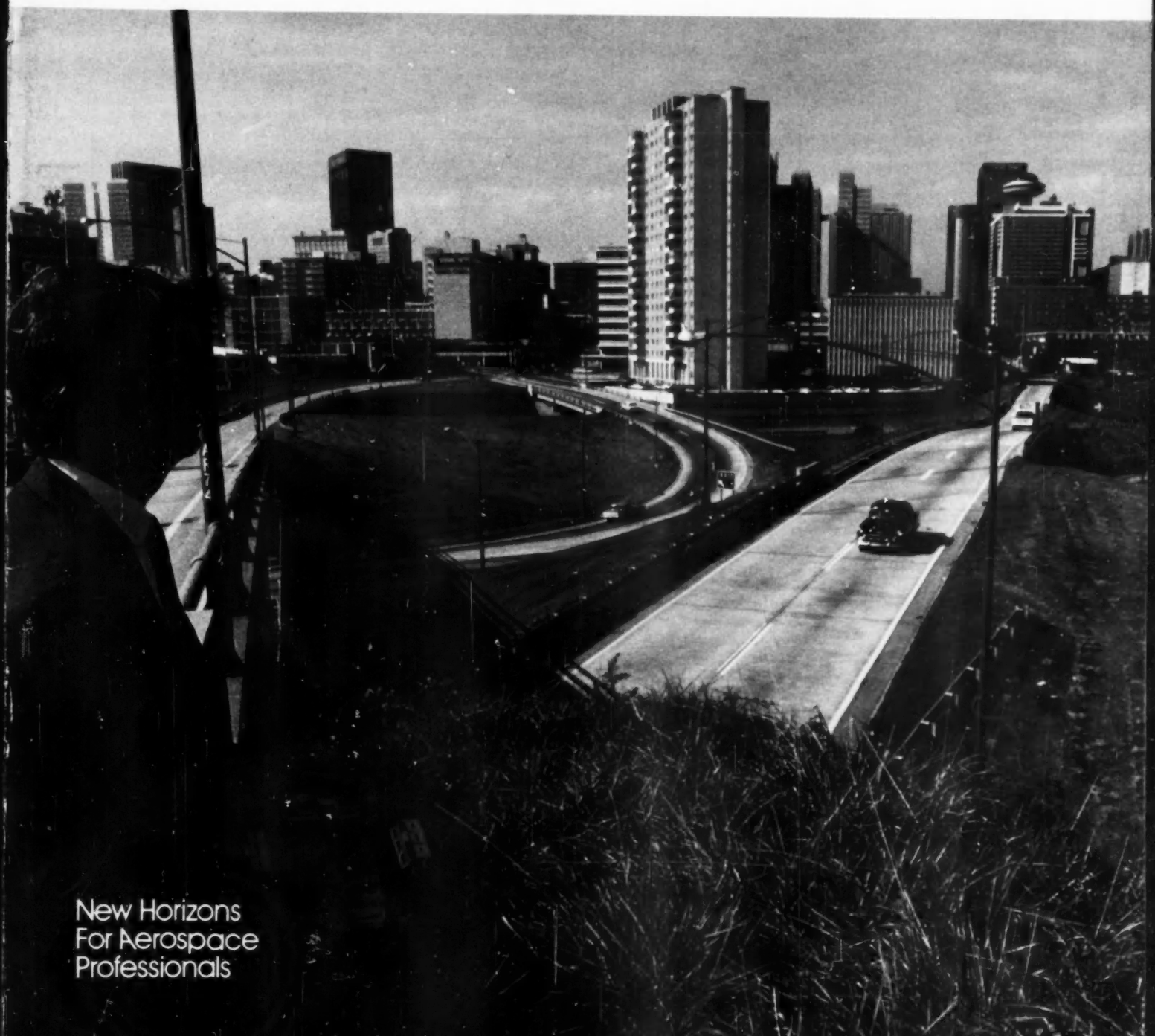


New Horizons
For Aerospace
Professionals

manpower
volume 5 number 1 U.S. DEPARTMENT OF LABOR MANPOWER ADMINISTRATION

In this issue . . .

"I want to help my black brothers, but I have the responsibility for keeping and running a viable institution. I can't make bad loans."—Page 15

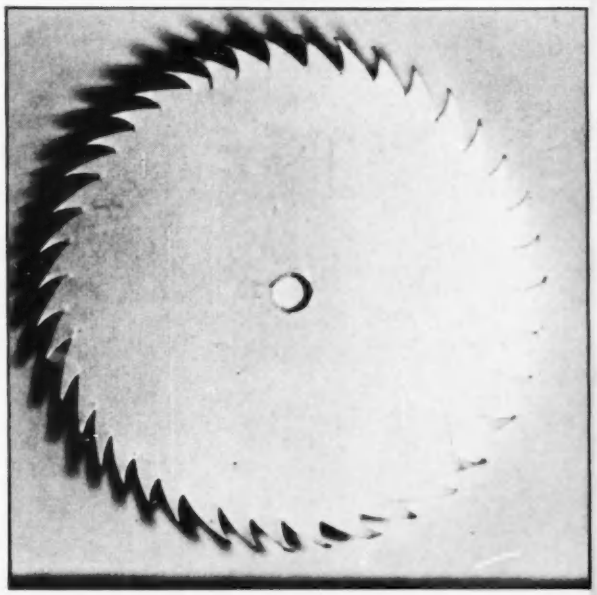
"Every time I see an engineer out of work and he gives me the sad tale that it's too late to start again, and he's only 40 to 45 years old, I think it's ridiculous."—Page 4

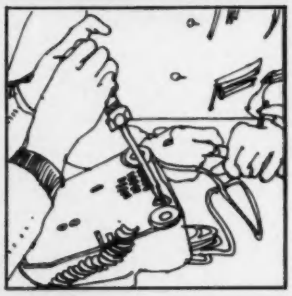
. . . dropping out of apprenticeship does not always indicate failure and sometimes enables people to reach their occupational goals faster. The rigidity of the present system—the length of the programs, the lack of mechanisms to adjust for fast and slow learners, and the insistence upon training apprentices in all aspects of a trade—often militates against program completion.—Page 13

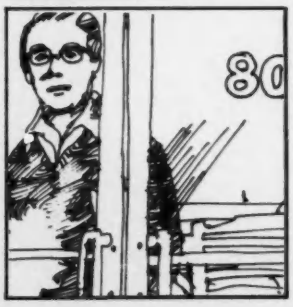
"We're not here to give these people another nervous breakdown."
—Page 23

I took the form and on the spot manufactured a new identity for myself—new name, new background, new work history.—Page 23

"I'm not what I said I was. I'm a fraud."—Page 25







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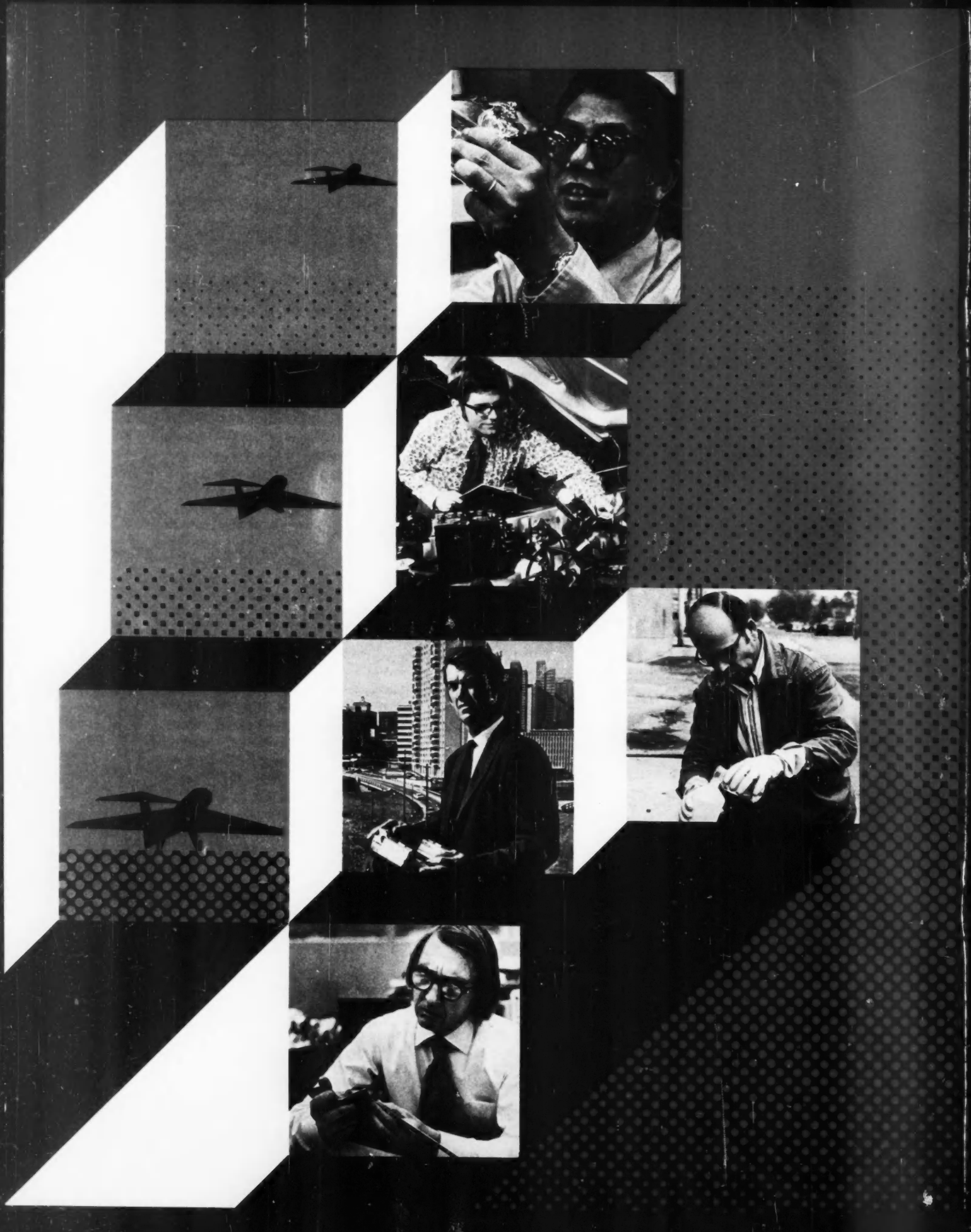


New Horizons For Aerospace Professionals

by Emil Michael Aun

Displaced Engineers and Scientists *Apply* Their Skills to Different Fields

The National Registry for Engineers and Scientists at Sacramento, Calif., recently received a letter from a Georgia firm seeking to hire an engineer. Here is a partial list of the qualifications demanded:

"Chemical engineer with a master's degree between the ages of 25 and 35 who has 3 years' experience in a petroleum refinery of approximately 100,000 barrels per day and approximately 6 months' to a year's experience in a small refinery specializing in the production of at least 40-45 percent asphalt. He must be no taller than five-foot-three and weigh not more than 125 pounds. . . ."

This is one of the comic notes in an otherwise serious 2-year effort by the U.S. Department of Labor's Manpower Administration to move displaced aerospace engineers, scientists, and technicians into new jobs.

And as flashes of humor often do, this one illuminates the kind of job market the displaced professionals have been encountering. It has been a buyer's market, with more people than jobs available, enabling employers to insist on qualifications they wouldn't have dreamed of a few years ago.

At its peak in 1968, aerospace employment was 1.5 million, according to the Aerospace Industries Association of America, Inc. By December 1972 it had sunk to 917,000. The industry employed 235,000 scientists and engineers at its peak in 1967, according to the Association. By December 1972 this was down to 157,000.

While the numbers remaining out of work are not great in terms of overall unemployment for the Nation as a whole, they do represent a serious waste of some of the Nation's most productive and valuable manpower. And for the individual engineers and scientists involved, the situation has meant serious hardship in terms of lost or reduced income and status.

The U.S. Department of Labor in April 1971 launched the Technology Mobilization and Reemployment Program (TMRP), a 2-year $42 million effort to help the displaced professionals move into new jobs. Coordinated by the Manpower Administration, TMRP provides a comprehensive system of services including job development, job matching, specialized counseling, local and nationwide referrals, and financial assistance for job search, relocation, and short-term training where necessary. Some 25,000 people had been moved into new jobs through these programs by October 1972. The result of these efforts—and of efforts by the out-of-work professionals themselves and their professional societies—led the Labor Department to announce that unemployment among engineers, up to a peak of nearly 4 percent in early 1971, had been cut in half by the second quarter of 1972.

Effort Expanded Nationwide

The backbone of TMRP is the Engineers, Scientists, and Technicians (EST) units created by the State employment services. From May to December 1971 these units operated in only the 14 areas of highest concentration of aerospace unemployment, including such places as southern California, Seattle, Cape Kennedy, and Dallas-Fort Worth. They then were expanded nationwide and now operate in nearly every major metropolitan area with large numbers of unemployed scientists and engineers. In States without these units, the employment service has an EST specialist for the State.

Under EST unemployed scientists and engineers may get job search grants of up to $500 to enable them to travel to distant cities for job interviews, and relocation grants up to $1,200 to pay moving expenses if they land a job. Employers are eligible for reimbursement for on-the-job training needed by those they hire. And the program will pay up to $2,500 of the expenses of people requiring classroom training.

EST units also provide specialized interviewing, counseling, and job placement services. These units have a listing of job openings throughout the U.S. which, along with the authority to make training, relocation, and job search grants, enables them to draw up individualized plans for jobseekers.

To help employment service personnel carry out the various TMRP projects, particularly job development, the Manpower Administration has recruited unpaid experts through a project called Volunteer Engineers, Scientists, and Technicians (VEST), operated by the American Institute of Aeronautics and Astronautics (AIAA). The employment services provide office space, telephones, and sometimes clerical help and supplies for the volunteers, who are themselves unemployed aerospace professionals.

Each VEST unit elects its own officers, including a director, a deputy director, and office manager. Committees are established to interview applicants, dig up jobs for them, match them to job orders, and to carry out special projects. The volunteers also conduct the workshops and seminars developed earlier by AIAA to help out-of-work professionals find jobs. Volunteers are not paid but the Manpower Administration does provide money for the specially trained AIAA staff members working on the project.

These staffers help organize the VEST chapters and visit them periodically. This

Mr. Aun is associate editor of MANPOWER.

last function is important because of the rapid turnover among the volunteers, who automatically drop out when they find jobs for themselves. Their replacements then must be trained to conduct the workshops and perform their other duties.

"Within 2 months of being established, a VEST group places 10 to 20 percent of its original members in good jobs, mostly technical in nature and ranging up to $25,000 a year in salary," according to MECHANICAL ENGINEERING, monthly trade journal of The American Society of Mechanical Engineers.

Indeed, a good VEST operation can be wiped out virtually overnight. "Philadelphia was one of our very best VEST's," said Charles Owens, AIAA's manager of special projects. "Then 42 guys got jobs, including every officer and member of the executive board. We had to organize it all over again."

By November 1972, VEST chapters had been established in 27 cities. More than 12,500 unemployed professionals participated, some 24,000 job openings were developed, and 6,000 VEST members found jobs. In addition more than 10,000 nonprofessional jobs were developed and turned over to the employment service for placement.

Perhaps the most promising activity funded by TMRP was one that may serve as a guideline for transferring large numbers of professionals into other work due to future shifts in public spending. This is the Technology Utilization Project, conducted by the National Society of Professional Engineers (NSPE), which sent engineers back to college for concentrated short-term education to prepare them for carefully selected new career fields.

This project grew out of a special skills conversion study funded under TMRP in July 1971 by the Manpower Administration. The study was conducted by NSPE with the aid of six other engineering societies. Some 150 unemployed professionals were mobilized into study teams in 14 cities with critical unemployment problems to work with employers to help define their short- and long-term needs for engineers and other technically oriented professionals.

The study, completed in the spring of 1972, identified 55,000 professional-level jobs that could be filled through 1975 by engineers and scientists laid off from defense and aerospace jobs. It was the first really sound evidence that a significant number of jobs are emerging for this group in other industries and in public services. The 2,000-page study cited 14 major fields in which the idled professionals could work, ranging from health care and transportation to occupational safety. Among the major recommendations of the study was one calling for short-term supplementary education to prepare professionals for a rapid transition to new career fields.

Even before the final report was ready, the Manpower Administration had authorized NSPE to go ahead with a followup Technology Utilization Project, designed to carry out the study's proposal to refit aerospace professionals for new careers. Pilot projects were established at eight colleges and universities in Washington, Oregon, California, and Georgia to reeducate 328 engineers for employment in 11 fields through courses lasting 2 to 12 weeks. Course content was based on what employers in these fields said professionals would need to augment their basic training, and was designed to quickly adapt their existing skills to the requirements of their new fields.

Eighty Percent Placed

By the end of September, all 328 participants were retrained and by November some 260, or 80 percent, had been placed in jobs, mostly in the private sector, at salaries ranging from $9,000 to $21,000 annually.

The project was not confined to younger professionals. Average age of the participants was 48, and one was 64. When John Simpson, 55, of Seattle learned of the project through a newspaper ad, he had been unemployed for 17 months after 15 years at Boeing, where he worked on the Ranger and Saturn missiles. He enrolled in the 8-week electrical utilities course, along with 29 other engineers, at Washington State University at Pullman last June.

He was given eight separate courses in power systems and electrical engineering. In addition he had lab work and a math review that included calculus and differential equations. The course was put together by NSPE and the university in consultation with Pacific Gas & Electric, El Paso Natural Gas, and several other utility companies.

"We had 350 hours of lectures in 7 weeks," Simpson said. "I didn't watch television or read a newspaper until 2 weeks after—it took 2 weeks to recover."

But he's not complaining. "We got unbelievable cooperation from the school," he said. The university gave the students 32 hours of semester credits for their work, instructed them in how to handle themselves at job interviews, and brought in companies which were hiring.

Simpson got three firm job offers and in September went to work in San Francisco for the Bechtel Corporation's power and industrial division, which builds and designs electrical power plants. His pay is a couple of hundred dollars a month less than the $1,250 he was earning at Boeing. "It gives me room to grow," said Simpson, who has two adult children and seven grandchildren.

While Simpson attended school he and his wife lived on campus in a three-bedroom trailer rented to them by the university, and got by on what was left of their savings plus a Manpower Development and Training Act (MDTA) allowance paid by the State employment service.

"It was hard for John at first," Mrs. Simpson said. "Going to college was quite a departure at his age. But he studies all the time anyway and is a great reader and we enjoyed it. Every time I see an engineer out of work and he gives me the sad tale that it's too late to start again, and he's only 40 to 45 years old, I think it's ridiculous."

Another TMRP-funded effort is for younger engineers. This is the Presidential Internships in Science and Engineering program administered by the National Science Foundation. The 2-year program, which runs to the end of 1973, is giving up to 570 young unemployed scientists and engineers possessing advanced degrees a year's work in federally funded projects around the country. The purpose is to broaden their work experience and "facilitate their transition to future jobs needed in our society," according to the National Science Foundation.

The Foundation grants the participating agency $7,000 per year for each intern as a stipend on a 1-year nonrenewable basis. The laboratory puts up matching funds of $7,000 or more which is used to supplement the intern's stipend

When Ming-Yuan Feng graduated from Syracuse University in 1971 with a doctorate in mechanical and aerospace engineering, the National Registry for Engineers and Scientists helped place him as a senior product development engineer with Corning Glass Works in Corning, N. Y.

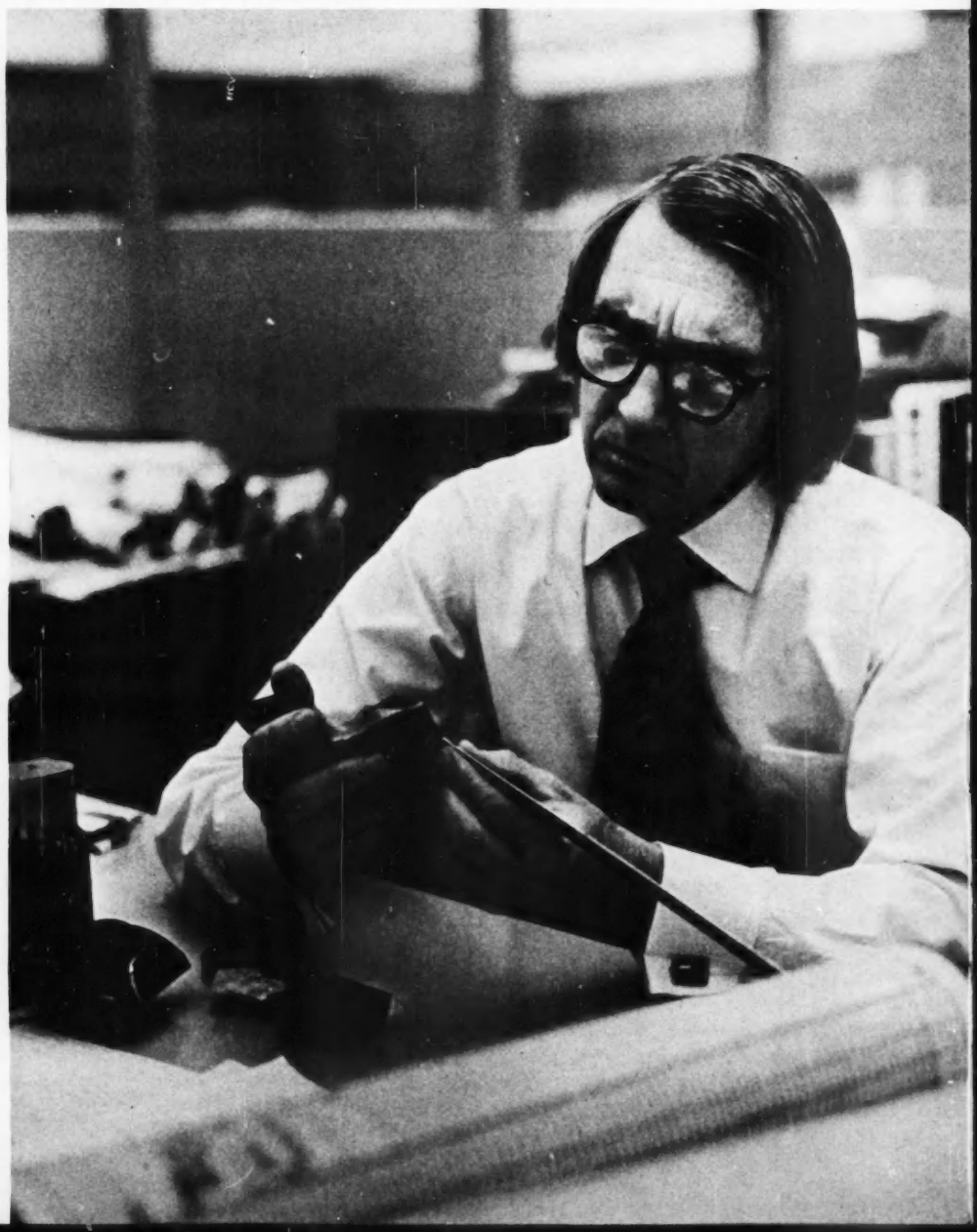
Traffic survey engineer Jerry Silvers of the Georgia Department of Transportation checks the volume and direction of traffic outside Atlanta. Formerly a senior weights engineer with Lockheed in Marietta, Ga., Silvers studied urban transportation and planning and traffic engineering at Georgia Institute of Technology under the Manpower Administration's Technology Utilization Project.

New Horizons *continued*

A program called Presidential Internships in Science and Engineering is enabling nuclear chemist James Stacy to spend a year at the University of California's Lawrence Berkeley Laboratory developing techniques to measure lead levels in the blood of children. The program places young unemployed scientists and engineers with advanced degrees in federally funded projects for a year's work that will "facilitate their transition to future jobs needed in our society."

Eric Dodszuweit (left) and Robert Kinney of the Philadelphia Volunteer Engineers, Scientists, and Technicians (VEST) review applications of unemployed professionals in an effort to match them with jobs. Kinney, who is the VEST office manager, lost his job as an engineer at General Electric's Space Division, and Dodszuweit, VEST daily duty officer, formerly was a technician at General Electric's switch-gear plant.

The National Registry helped Victor Damm land a job as a product engineer with Ford's truck division in Dearborn, Mich. He had worked for many years in the aerospace field, doing stress analysis for such firms as Hughes Tool, Hughes Aircraft, and North American Rockwell.



Contacting potential employers is the way Irving Gruntfest spends most of his time as director of the Philadelphia VEST. Gruntfest, who has a doctorate in chemistry, was laid off by Allied Chemical Corporation in April.

Engineer John Evans (top) examines the engine cooling and climate control equipment on a new truck at the Ford plant in Dearborn, Mich. Evans, who formerly did design work on jet engines for General Electric in Cincinnati, was matched with the opening at Ford through the National Registry.

Thomas Putkey (bottom), a water quality specialist for the Idaho Department of Water Administration, takes a sample of cooling water effluent at an industrial disposal well. When the aerospace slump made him jobless in January 1971, Dr. Putkey was working in California as a research chemist on a project to convert the carbon dioxide from body wastes to food sugars for astronauts on long space flights. He participated in the Aerospace Employment Project before getting his present job.

and to meet overhead costs. The scientists and engineers in this program average about 30 years of age and earn $11,000 to $12,000 a year.

The program emphasizes using the interns in research projects involving such pressing problems as sewage and pollution control, use of nuclear techniques in power generation, and testing in crime and medical laboratories.

One of the interns is Dr. James J. Stacy, 26, of Berkeley, Calif., a nuclear chemist. He was working as a part-time gardener when he was recruited for the intern program last February by the University of California's Lawrence Berkeley Laboratory. Now he is helping to develop techniques to measure lead levels in the blood of children. The work draws on his talents and pays him a decent wage. Just as important, it puts him in the middle of a research area he thinks is vital to man and his world—the effects of environmental pollution on human health.

Job Hunting Methods Taught

The oldest TMRP component is a series of workshops or seminars to teach unemployed professionals how to find jobs. These workshops were started by AIAA in March 1970—before TMRP was launched—in Los Angeles, where aerospace unemployment was particularly serious. "It had become plain that very many aerospace professionals had little idea of how to go about getting a job in a highly competitive job market," said Geoffrey A. Potter, AIAA's administrator for member services. The workshops were designed to overcome this defect.

Each workshop is divided into three sessions, conducted by AIAA and State employment service specialists. The first session deals with finances. Jobseekers are taught how to collect unemployment insurance, to cut family spending, and to decide which bills to pay and which to postpone. They are also taught how to organize a systematic job-hunting campaign and how to prepare resumes and broadcast letters aimed at employers. The second session is devoted to critiques of the letters and resumes. At the third session, jobseekers learn about interview techniques and salary negotiations.

"Most of the people who come to the workshops feel very depressed and hopeless," said Potter. "The workshop turns most of them around. They charge up, take new stock of themselves, and come out determined to get themselves going professionally again."

The Manpower Administration began funding the program in September 1970 as a research and development project and the following year it became part of TMRP. By November 1972 more than 25,000 out-of-work professionals had attended hundreds of seminars around the country.

The National Registry also predates the TMRP. Established late in 1970, the Registry is a centralized file of job openings and job applicants. It is run by the Manpower Administration with the aid of the National Society of Professional Engineers and the California Department of Human Resources (the State employment service). Although physically located in Sacramento, the Registry provides job-matching services and other employment assistance on a national basis to unemployed engineers and scientists and to employers. It supplements the local job-matching and referral services provided by the State employment services.

Applicants secure forms from either the local office of their State employment service or through professional engineering societies. Employers use the same channels. No fees are charged for these services.

The Registry operation does not require personal interviews. Applications are coded and microfilmed and when job orders are received Registry personnel compare applicants' qualifications with employer specifications. Applications of qualified registrants are forwarded to interested employers who make direct contact with applicants.

By November 1972 nearly 22,000 scientists, engineers, and technicians had signed up and the Registry had made more than 31,000 referrals to 6,600 job openings.

Several efforts have been made outside TMRP to help unemployed aerospace workers. One of the largest was a $1.2 million research and development project funded by the Manpower Administration and the Department of Housing and Urban Development to determine whether aerospace professionals could be put to work in State and local governments with short-term orientation and on-the-job

training. Called the Aerospace Employment Project (AEP) and conducted by the National League of Cities-U.S. Conference of Mayors, Inc., it got underway in the spring of 1971. In addition to providing insights into the problems of midcareer transfer of unemployed engineers and scientists, this project succeeded in placing about 300 people in jobs, 65 percent of them in the public sector in such positions as mass transit engineer, water quality specialist, air pollution engineer, and director of public works.

Efforts to help unemployed aerospace workers had to overcome several formidable handicaps. The first was the sheer size of the problem. Thousands of workers—many of them highly specialized—were thrown on the job market almost overnight because of heavy cuts in aerospace and defense spending. It has proved far more difficult to move men trained to send rockets to the moon into jobs involving roadbuilding, construction, and pollution control than to transfer an out-of-work mechanic from one garage to another. In many instances age was a hindrance; more than one-third of the first 43,000 to sign up for TMRP were over 50, an age group particularly hard to place.

Another problem involved money and prestige. Aerospace is a glamorous field and it pays well. Consequently, when the slump first came, many of those laid off delayed their job-searching efforts, hoping that they would be restored to their old jobs and prestige. They resisted moving into related fields at lower pay. And their fears were justified. Early TMRP figures showed that most professionals placed in new jobs had to take a salary cut—the average was about $2,500 annually.

Some employers were reluctant to hire aerospace people due to their reputation as being "gold-plated," meaning they had insufficient regard for costs because of long experience in a field where quality and safety factors were far more important than money. Other employers shied away from hiring them because they suspected they would go back to aerospace work at the first opportunity.

Whatever the justification for that attitude in the past, the AIAA believes it is no longer valid. The typical former aerospace professional now realizes he is out of the field permanently and is able and willing to make the transition to peacetime pursuits, according to the AIAA.

"Many industries in the private sector have the potential to employ substantially increased numbers of engineers over the next several years," said Fred L. Bagby, AIAA vice president for Section Affairs. "But in this area we must overcome an attitude still too prevalent in nonaerospace industries—that the displaced aerospace professional will not make a permanent commitment to a new kind of professional career. Nothing could be further from the truth."

Evidence is accumulating to back up this contention. Many of the graduates of both the AEP and Technology Utilization Projects have turned down chances to go back into aerospace. These and other former aerospace workers seem to be fed up with the insecurity of the industry. Their new jobs, despite lower pay, are more rewarding in other ways.

Lessons for the Future

One former aerospace worker in Dallas, N. W. McMurtry, took a job teaching in a Texas junior high school at a third of his former salary, saying he felt the halcyon days of the aerospace industry were over and that he would get more personal satisfaction out of teaching. Dr. Daphne Christensen, an aerospace scientist for many years in California, finds her new job with the Chicago Department of Public Works "enormously exciting" and "a real departure from the structured aerospace experience."

Stephen J. Lee, 41, experienced an easy transition from his former job as head of a computer management analyst program for a Florida aerospace firm to director of research and budgets for the city of Savannah, Ga. The substantial cut he had to take in salary was, he feels, more than offset by the chance for solid accomplishment in his new job. He found that city organizations "are 20 to 30 years behind the times" in management practices and said there was "satisfaction knowing you are bringing a business-like approach to local government."

Meanwhile, the Manpower Administration is examining the lessons of the recent past to help guide it in the future. The TMRP and related efforts are being scrutinized carefully for strengths and weaknesses. Several research and development projects, now completed, including AEP, are also being analyzed. Some conclusions about manpower policy in case of similar future massive movements of highly trained professionals and technicians should emerge in the near future.

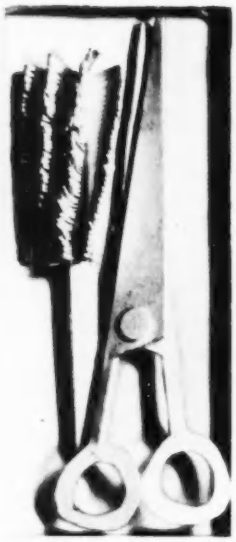
Professionals on the firing line already have arrived at some opinions. They feel that midcareer retraining may have to become a permanent part of the employment scene for technical professionals in most fields and that the Federal and State governments, while they cannot be expected to do all the funding, will have to take a major role.

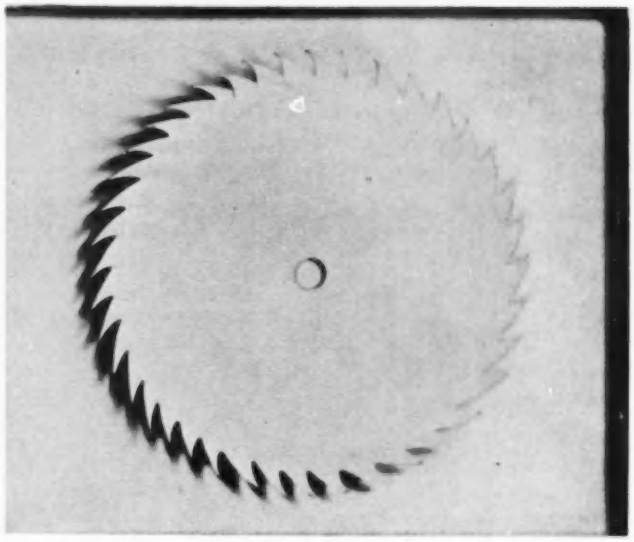
Government's principal role could well be one of guidance and coordination, in the view of L. A. Malmanger, national director of NSPE's Technology Utilization Project.

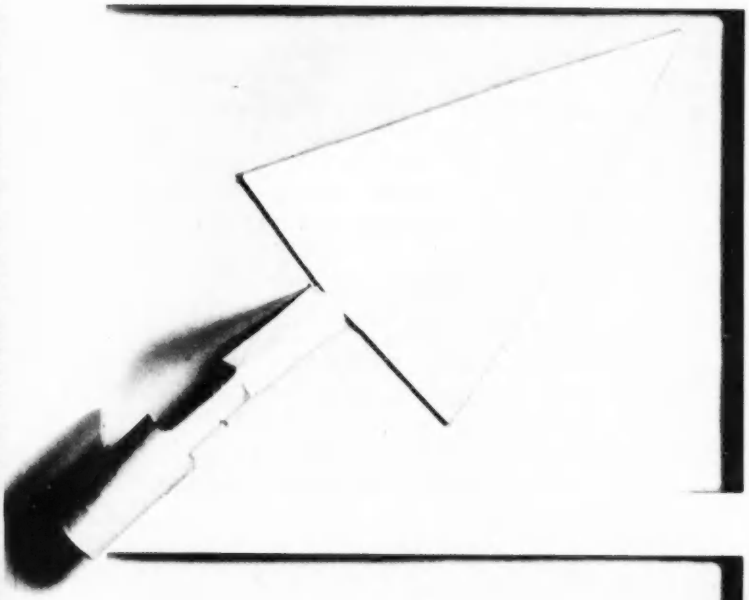
"Technology is advancing so darned fast that most industries across the board are getting about three-quarters of their income from products that didn't exist just 10 years ago," he said. "We need some type of retraining to keep engineers and scientists abreast in their own career fields. Or perhaps through orientation and training they will have to be switched gradually out of the technical side over the years into management, and leave the technical part principally to the youngsters coming into the field."

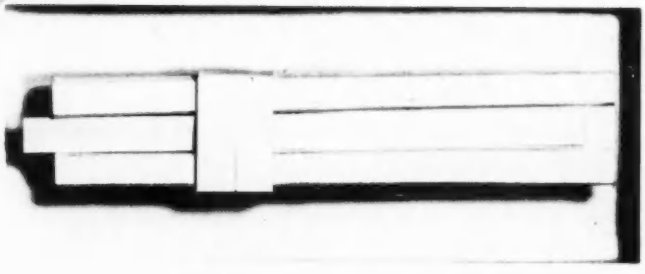
He said that certain foreign nations—in particular the more industrialized ones—as a matter of course put people on reduced salaries or stipends while training them to move from a declining industry to a growing one. They do this for certain blue-collar workers as well as professional people, he said.

He suggests the same thing could be done here, with the bulk of the funding coming from industry. The Federal Government's role could be to plan its own programs, such as aerospace and defense, far enough in advance so that industry could make intelligent arrangements for retraining and reshuffling manpower. The Government also would seek to prevent duplication of training programs. The training itself could be administered by a nonprofit organization with expertise in the field for which people were being retrained. Those in training would be compensated. "We pay them unemployment compensation now," he said. "So why not pay them while retraining them?" □









Apprentice Dropouts: Cause and Effect

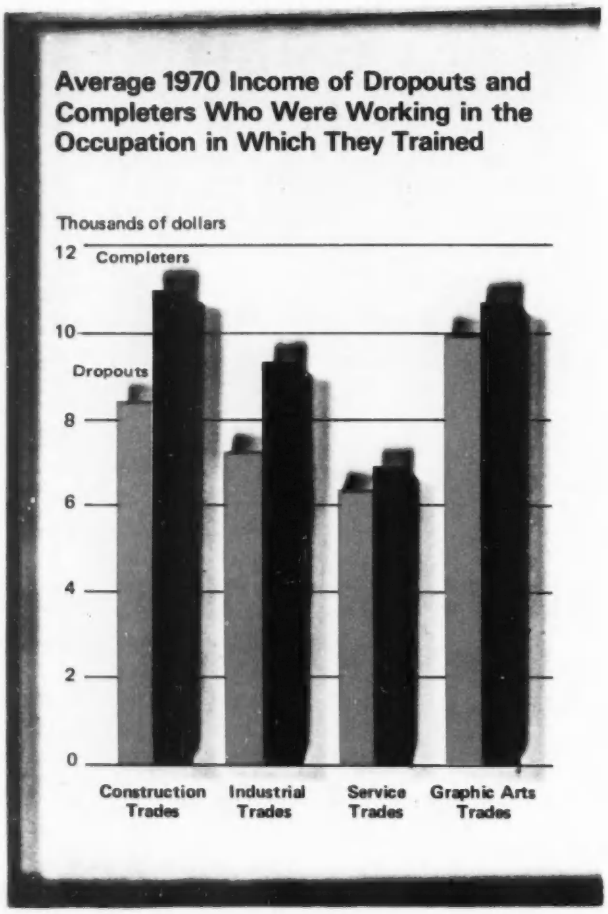
by Thomas A. Barocci

Modular System Suggested As Way to Shorten Programs

In 1971 some 379,000 people participated in apprenticeship programs registered with the U.S. Department of Labor or State apprenticeship agencies, and probably half as many were training in nonregistered programs. Clearly, apprenticeship is an important—but by no means the sole—route to jobs in a variety of skilled occupations, many of which offer good pay and employment opportunities. Yet the dropout rate in apprenticeship programs is high. Although there are no national figures on dropouts, in Wisconsin, which is considered to have one of the best run and most successful programs in the Nation, slightly more than half of all those who enter registered apprenticeship training fail to complete it.

This high dropout rate may result from program weaknesses, labor market conditions, employer attitudes, or the characteristics of apprentices. Whatever the cause, the resulting manpower turnover is costly to the employer in money paid to and time lost on partially trained men. The public may lose the potential services of a fully trained tradesman. And the apprentice may find his opportunity to enter a skilled occupation lost or impeded.

Dr. Barocci is a social science research analyst in the U.S. Department of Labor's Office of Policy, Evaluation, and Research. This article is based on his doctoral dissertation, which was done at the University of Wisconsin under a grant from the Manpower Administration.



Why do apprentices drop out, how do dropouts differ from completers, and what effect does failure to complete an apprenticeship have on an individual's ability to follow the trade he was training for? Answers to such questions may be found in the results of a survey of a sample of people who completed or dropped out of the Wisconsin apprenticeship program between 1965 and 1970.

Although the study covered only Wisconsin apprentices, the findings should apply generally to most States. Wisconsin's program differs substantially from other State apprenticeship programs in only one way: Wisconsin law requires that apprentices in registered programs be paid their regular wages by their employers for the approximately 1 day a week they spend in classroom training. In most States, apprentices must attend required classroom training on their own time.

The sample of persons in the Wisconsin study was proportionately representative of the four major trades included in the State program: Construction (bricklayers, carpenters, electricians, etc.), industrial (draftsmen, tool and die makers, machinists, etc.), graphic arts (linotype operators, pressmen, compositors, etc.), and service (beauticians, cooks, health occupations, etc.). A total of 476 study questionnaires were returned: 246 from dropouts and 230 from completers.

It seems logical to assume that the more an apprentice knows about the program ahead of time, the more likely he will be to complete it. To test this belief the former apprentices were questioned about their preapprenticeship information on the work, working conditions, rate of pay, job openings, and long-term future of the trade. Surprisingly, dropouts and completers responded in much the same manner for all categories except pay. Approximately 50 percent of all the apprentices were well informed about the nature of the work and about 40 percent were well informed about working conditions, long-term future in the trade, and job openings.

But on rates of pay to be received during and after indenture, 20 percent of the dropouts said that they were poorly informed compared with 9 percent of the completers. The dropouts' lack of information about the pay they were to receive during training might have been a major factor in their decision to end their apprenticeships.

Although it is commonly believed that most apprentices enter the program soon after completing high school, this was true of only 17 percent of those surveyed. About 40 percent pursued a full-time job between high school and apprenticeship. The mean time between completion of high school and entrance into apprenticeship was 3½ years for dropouts and almost 4 years for completers. In both groups, the "wait" was attributed largely to a failure to make firm personal decisions on career goals. About 15 percent indicated that they were not aware of the availability of apprenticeship programs, and another 15 percent said they had to wait for an opening in the occupation of their choice.

School Counselors Rarely Consulted

Ex-apprentices were asked what sources of advice were most important to them in deciding to enter apprenticeship. About 40 percent relied on advice from parents, relatives, or friends, while almost half said it was a completely personal decision. Seventy-nine percent of the apprentices never discussed apprenticeship with their high school teachers or guidance counselors, 16 percent said counselors encouraged them to enter apprenticeship, and 5 percent said their counselors were either neutral or discouraged entrance. These findings reinforce the now widespread belief that high school guidance personnel do not often urge entrance into the skilled trades.

Apprenticeship is essentially an on-the-job training system, with apprentices spending at least 80 percent of their time learning in actual work situations. Thus dissatisfaction with any aspect of the job may result in termination of the indenture. It should be emphasized, however, that because an apprentice dropped out does not necessarily mean he was dis-

satisfied with the job. It may be that he was able to use the skills he had already acquired to get a job, probably at higher pay.

To probe opinions of their on-the-job training, the former apprentices were asked about the quality of on-the-job instruction, equipment, and tools, and about working conditions, pay, and the adequacy of job rotation so that all phases of the trade were learned. Except for the question on tools and equipment, dropouts and completers differed significantly in their responses.

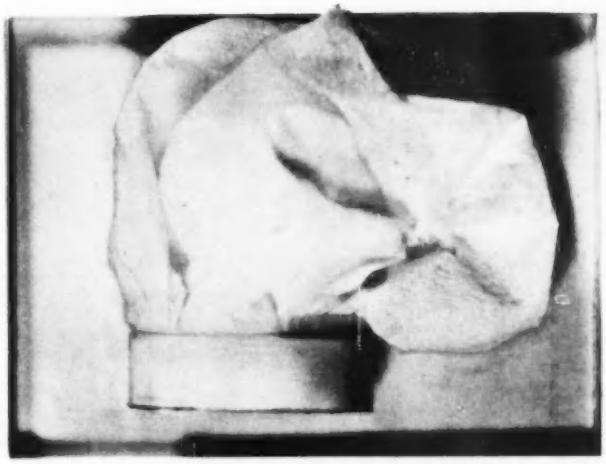
Overall quality of on-the-job instruction was rated "poor" by 20 percent of the dropouts compared with less than 8 percent of the completers. Further, a disproportionate number of the completers rated instruction quality as excellent and good. A similar divergence was present in the ratings given to the teaching ability of the journeymen and foremen who handled on-the-job instruction. Completers also tended to be more satisfied than dropouts with working conditions.

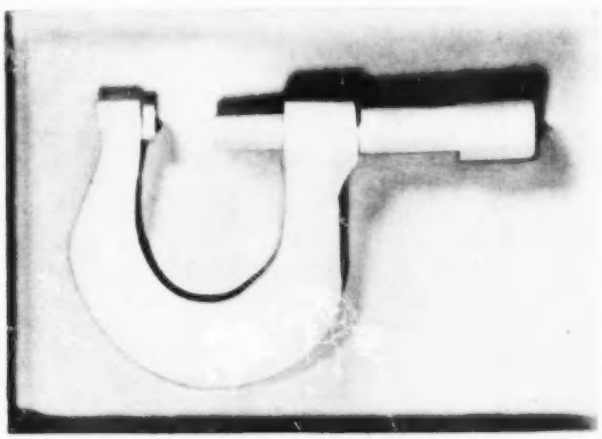
More dissatisfaction was expressed about the adequacy of job rotation than anything else. Dropouts were less satisfied than completers, but almost a third of the total sample rated rotation as poor. It has long been argued that many employers are not interested in rotating apprentices because they need workers with only certain skills rather than all-round tradesmen. The present apprenticeship system allows little flexibility in meeting both the job needs of the employer and the requirement that apprentices be trained in all aspects of the trade.

Overall, 47 percent of the sample was satisfied with their pay while in the program. As expected, there was considerably more pay dissatisfaction—68 percent to 37 percent—among dropouts than among completers.

The one day a week spent in class, usually at a vocational and technical school, was given high marks by both dropouts and completers. As pointed out earlier, Wisconsin apprentices are paid full wages by their employer for this classroom time. The teachers' subject knowledge and interest in the students, as well as the equipment in the schools, all were rated good or excellent by an overwhelming majority. The applicability of classroom study to work on the job received the lowest rating of any aspect of in-school training, but even here about 60 percent rated this area as excellent or good.

The sample also was asked about the speed of presentation of classroom material. About 40 percent of the apprentices expressed dissatisfaction, with dropouts registering more complaints that completers, an indication that the apprenticeship system lacks the necessary mechanism to adjust for the fast or slow learner. Since most apprentice programs use workbooks in classroom training, there is no reason why all students must maintain the same pace.

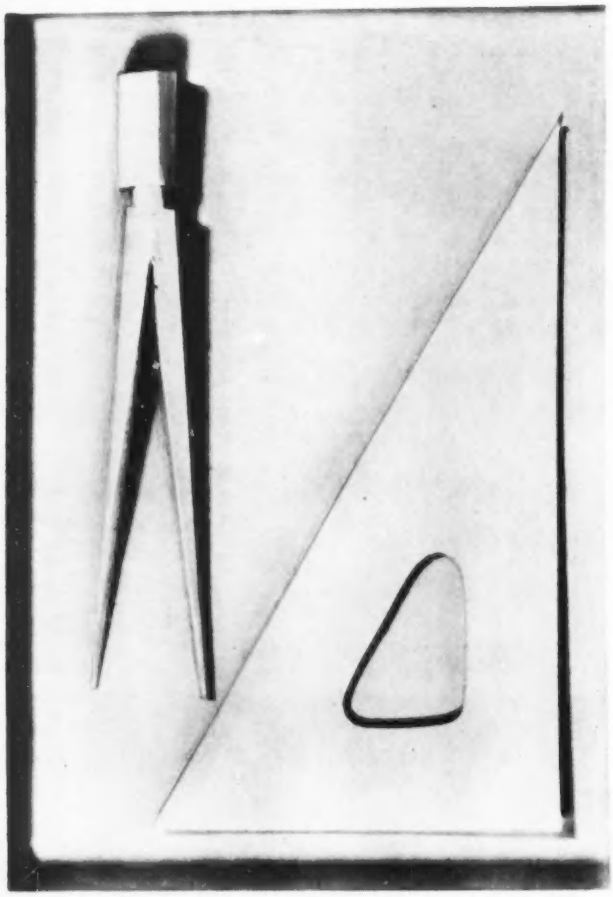




Dropouts were asked to cite the two most important reasons behind their decision to quit. Almost half blamed unfairness by their employer or low pay. Another 6 percent canceled because they were laid off and found another job before being called back. Each of these reasons indicates that some employers may be guilty of using apprentices only in times of labor shortages or not paying them wages commensurate with their abilities.

In Wisconsin, the employer's obligations to the apprentice are supervised by field representatives of the State Division of Apprenticeship, and it is unlikely that there is much outright firing. But an employer can subtly force an apprentice to seek employment elsewhere by making the job undesirable in terms of working conditions, wages, or future employment prospects, or he can simply hold back encouragement to an apprentice who is not doing well.

Only 5 percent of the dropouts said dissatisfaction with in-school training was their primary reason for canceling the indenture. The other reasons for cancellation were: 17 percent said they changed their minds about wanting to work as apprentices; 15 percent said they took a job as good as the one they could get if they completed the indenture; 9 percent en-



rolled in school full time; and 3 percent went into military service.

Many of these reasons reflect normal attrition rather than program shortcomings. Even the fact that some who quit apprenticeship feel that they have done as well jobwise as they would have with a certificate of completion is not necessarily a weakness in the system. While those who terminate early may not be skilled in all aspects of their trade, their needs or the requirements of some employers may not demand across-the-board skills. In sum, only about 56 percent of the cancellations could be said to result from shortcomings of the apprenticeship programs.

The reasons given by apprentices for quitting varied considerably by occupation. In the construction trades, the main reasons were that the individual changed his mind about wanting to work as an apprentice or was able to find as good a job as he could have obtained by completing the program. In the industrial trades, dissatisfaction with the employer was mentioned most often, with changes of mind second. Low pay and unfair employers were the reasons cited most often by service trades apprentices. And unfair employers was the main complaint in the graphic arts.

Dropping out of apprenticeship did not usually result in long-term unemployment. Many apprentices, the survey found, stay with the program until they find other suitable employment. This accounts for the fact that almost two-thirds of the dropouts were working full time within a week of leaving the program. Of those who did not have new jobs waiting, the average term of unemployment was 8 weeks.

About 96 percent of those who completed their apprenticeship and were employed at the time of the survey were working in the same general field in which they trained. Of the employed dropouts, 44 percent were working in the same general field in which they had been apprentices. This indicates that dropouts do not necessarily change their occupational goals, but often follow a different path to achieve them. Dropouts who were working in the same general field had lower incomes than completers, suggesting lower skill levels than completers. Also, the unemployment rate among completers was only 3 percent, compared with 17 percent for dropouts.

The type of jobs held by the dropouts at the time of the survey showed that those who took their training in the industrial and service trades were more likely to switch to a different occupational area than were former apprentices in the construction and graphic arts trades.

One surprising finding was that 45 percent of the employed dropouts had supervisory responsibilities compared with 32 percent of the completers.

Standard practice in Wisconsin registered apprenticeship programs is to pay beginning apprentices 50 percent of the journeyman wage. The average wage paid at the beginning of their apprenticeship to those surveyed was $71 a week for dropouts and $76 for completers. (This difference results primarily from the fact that a disproportionate number of dropouts were apprentices in the low-paying service occupations.) For more than half of both dropouts and completers, starting pay was less than half of journeyman wages, an indication of widespread violation of the 50 percent "standard."

Pay Varied Widely by Occupation

Pay varied widely across occupational areas, the survey found. Construction and graphic arts trades generally had higher wages than industrial and service trades. Overall, almost 25 percent of beginning apprentices earned less than the then prevailing legal Federal minimum wage (which was $1.25 an hour in 1965, rose to $1.40 an hour in February 1967, and to $1.60 in February 1968), while almost 20 percent earned more than $100 per week. It should be pointed out that some apprentices, depending on their occupation and the volume of business done by their employer, are not covered by Federal minimum wage laws.

As an apprentice progresses, his pay is supposed to increase at a rate stipulated at the beginning of the indenture, usually reaching about 90 percent of the journeyman wage by the end of the apprenticeship. Over three-quarters of completers in all occupations earned at least 80 percent of the journeyman wage at the end of training, and 3 percent earned less than 50 percent. Again, these figures varied by occupational area. Industrial and graphic arts trades paid the highest percentage, and service trades the lowest.

Data on the highest pay received during apprenticeship show that completers averaged $157 weekly at the end of training, and dropouts $104 at the time they quit the program. Almost a third of the dropouts were earning over $120 a week when they left the program, while over 10 percent still were earning less than the minimum wage. In fact, almost 12 percent of those completing apprenticeships in the service trades still earned less than prevailing legal minimum wages at the end of their training.

It is evident from the wage data that many employers were not adhering to the increases the apprentices were supposed to receive as they progressed in the program.

What is the economic value of completing an apprenticeship? Overall, it seems to be substantial. The average income in 1970 for all dropouts was $6,680, while completers averaged $9,520.

A somewhat different picture emerges when the data are broken down by occupation and the income of dropouts who remained in the trade is compared with the earnings of completers who stayed in the same line of work. Those who remained in the service and graphic arts trades after serving only a partial apprenticeship earned over 90 percent of the income received by completers in those occupations. But dropouts who stayed with the construction and industrial trades earned less than 80 percent of completers' incomes (see chart). These figures suggest that financially it is more important to complete an apprenticeship in the construction and industrial trades than it is in the services and graphic arts.

Additional analysis of the income data showed that these characteristics also had a positive influence on postapprenticeship earnings: Male, married, white, and union membership during apprenticeship.

The study findings have several implications for apprenticeship policy. First, there is the fact that dropping out of apprenticeship does not always indicate failure and sometimes enables people to reach their occupational goals faster. The rigidity of the present system—the length of the programs, the lack of mechanisms to adjust for fast and slow learners, and the insistence upon training apprentices in all aspects of a trade—often militates against program completion. Furthermore, this rigidity also may discourage participation by employers who do not need all-round skilled tradesmen and are unwilling to enter into a 4- or 5-year training commitment.

The data on job rotation during apprenticeship indicate that many apprentices actually are not exposed to an extensive range of training. Acknowledgment of this fact, coupled with recognition that requirements of individual employers and workers differ, suggests that apprenticeship programs might well be reorganized into modules.

The first module would be basic skill training. Subsequent modules would offer training in specialized aspects of the trade and would be optional for the apprentice. Under this system, an apprentice might be granted the basic diploma after 1 or 2 years and then be able to take remaining modules if he and his employer deemed them necessary. The length of all modules should be based both on subject content and on the learning rate of each individual. Such a modular apprenticeship system now is in the experimental stage in certain industries in England and West Germany.

Tax Credit For Employers Suggested

Serious consideration also should be given to the enactment of a law requiring that all apprentices—regardless of occupation—be paid at least the minimum wage and to a means for easing the financial burden on employers in periods of economic downturn. Employers may find that they cannot afford to keep apprentices on the payroll during such periods, particularly if apprentices are paid for time spent in school. One possible solution would be for the Government to subsidize the employer's extra expenses for hiring a learner. The subsidy might be in the form of a tax credit and be triggered only when the area unemployment rate rose above a certain level.

Some people may challenge the use of taxes to subsidize apprenticeship. However, Federal and State monies already underwrite apprenticeship programs in the financing of vocational schools, many of which handle apprenticeship classroom training. In addition, the subsidy may keep more apprentices in the program, and thus employed and contributing to the tax coffers, rather than on the unemployment roles. If policymakers should find it difficult to justify subsidizing the training of persons who are able to compete in the labor market while many others need training before they can be considered basically employable, subsidies initially might be used only for persons classified as disadvantaged.

Nearly everyone stands to benefit from the improvement of apprenticeship programs. In the end, it is the public that is best served by an adequate supply of skilled craftsmen. □

Seeing Is Believing

As 'Visiting Professors,' Black Executives Bring Insight and Visible Proof of Change to Campuses

Senior Lawrence West looked across the St. Augustine's College cafeteria table and told two Philadelphia bankers he didn't think there were many opportunities for blacks like himself in the banking field.

"It's hard for blacks to make it in bigtime banking," he said. "I'm from Philadelphia too and I don't know of any black banks in Philadelphia. I think blacks can go just so far."

One of the bankers told him not to take a defeatist attitude. He conceded that banks, like most American businesses, are basically "racist institutions." But the present generation of blacks was cracking the color line in banking and business and the next generation—West's generation—would do even better.

The idea of slow if steady progress made West impatient. "Why can't we train for that top job right off?" he inquired.

One banker, Charles Major, began to explain why it was necessary for bankers to work their way up the ladder when West challenged him: "Did the president of every bank start off as a teller?"

No, but as a black West's position would be more difficult, the other banker, Irving Robinson, said. Plenty of people would be pulling for him to fail and he would be almost certain to do so if he were unprepared. "They can wipe you out on legitimate grounds, if you don't know what you're doing," he said. "You have got to take the training. It's a matter of protecting yourself."

This answer softened West—particularly since the two bankers were black like himself. He began to solicit their advice on whether he should go back North to start his career after college or stay in the South where more jobs seemed to be opening up.

This was the kind of outcome the National Urban League was counting on when it began the Black Executive Exchange Program (BEEP) 4 years ago. The program each year sends scores of successful black executives and professionals to black college campuses to take over business classes for 2 days and tell students what it's really like in the corporate world and what they can do to enhance their chances of success.

Normally, only one black executive is on campus at a time. But Robinson, 36, who was visiting his fifth college since he entered the program in April 1971, brought Major, 35, to St. Augustine's to get him started and show him how it's done. Both are officers at the First Pennsylvania Banking and Trust Company in Philadelphia. Robinson, who has been at the bank 4 years, is director of customer services. Major, a 10-year veteran who started as the bank's first black

male teller, has been a branch manager for more than a year. The first day at St. Augustine's they were joined by Jack E. Holsey, Jr., assistant vice president of New York's Marine Midland Bank, who as anchorman coordinates the St. Augustine's program for the Urban League.

During the 2 days at St. Augustine's in Raleigh, N.C., Robinson, with Major looking on and sometimes joining in, addressed five classes, met with the school's Business Club, and altogether spoke to nearly half of the 400 students in the school's Department of Business.

Robinson began each class by giving students a short rundown on his bank: Founded in 1782, it is the country's oldest and 19th largest with $4 billion in assets, 4,500 employees, 81 branches, and a dozen or so subsidiaries. He explained his own function and Major's, and described some of the bank's services. Then he threw the floor open to questions.

"What's your view of black banks and black capitalism?" one student in business math class demanded.

Robinson, in his collected, unhurried fashion, pointed out that in 1971 the Nation had only 30 or so minority banks, many of which lost money, and "if you put all their assets together it would not amount to the $4 billion my bank has. They're not getting a significant share of deposits from Government or large corporations or anybody. You can't lend money and make money if you don't have money." But their most critical problem is management. From the board of directors on down, few minority bank employees have a thorough knowledge of the trade, Robinson contended. Managers too often are picked on a social basis—they are prominent and know a lot of people "but they don't know beans about banking."

This shortage of trained managers hurts all small businesses, he said, and "it happens that most black businesses are small."

As for black capitalism, it hardly exists, Robinson said. He defined capitalism as "a sensible profitmaking system" when businessmen can compete for the market on reasonably equal terms. But most black entrepreneurs are too small and their businesses are confined to black neighborhoods. They lack the capital to purchase goods in large quantities, and have to pay more and charge more for their wares. They are thus badly restricted in their efforts to compete in a free market "and that ain't capitalism."

Major added that of 342 black loans on his bank's books amounting to $7.8 million, "the chances are that 40 percent will involve collection problems."

"That's because they're undercapitalized in the first place," Robinson added. He further noted that "black banks are in a less favorable position to support black businesses than are white banks."

During the 2 days, Robinson and Major emphasized to the students the tremendous power and responsibility associated with handling large sums of money. Robinson cited the recent case where the decision to let Philadelphia's debt-ridden schools open rested in the hands of six local banks who had been asked for loans.

Major said he sees no real conflict between his responsibilities as a banker and his obligations to other blacks. As a branch manager, he can say yes or no to a black businessman seeking a loan. A good loan, he feels, is one that helps both sides. Neither side benefits if he makes a loan to a black who lacks the basic assets and know-how to make a business go. The bank loses its depositors' money —and many of these depositors are minorities—and the businessman loses what assets he has while damaging his credit standing.

As Robinson summed it up: "I want to help my black brothers, but I have the responsibility for keeping and running a viable institution. I can't make bad loans."

Robinson urged the students to consider a banking career upon graduation. The industry is as wide open to liberal arts majors as to those studying business, he said, because of its wide-ranging activities both at home and abroad and its willingness to train new recruits.

"You don't have to specialize to fit into banking," he said. "I know guys who are English majors, psychology majors, social science majors, history majors, who are in banks."

An economics major said he had heard

Seeing
continued

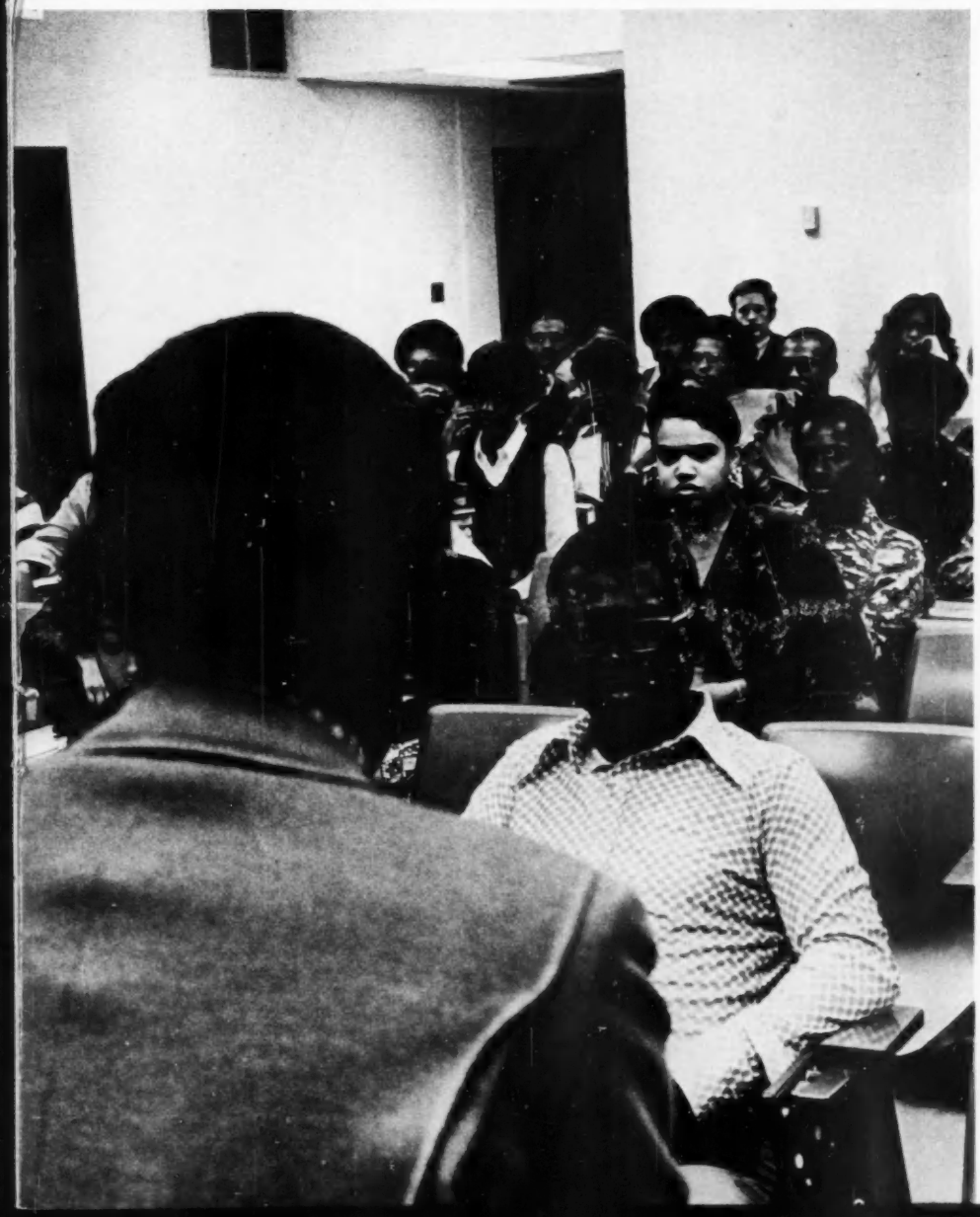
After arriving on campus, bankers Irving Robinson (left) and Charles Major talked with Jack E. Holsey, Jr., a New York banker who is the Urban League's "anchorman" for the Black Executive Exchange Program at St. Augustine's, and Youngil Cho (right), head of the college's Business Department.

Robinson lectures at St. Augustine's.

Commonsense not sentiment must guide a banker in deciding whether to make a loan, Major told a class in Principles of Economics. Listening along with the students were Robinson (seated on desk), and S. P. Puri (right), regular instructor for the course.

Some of the banter exchanged when students played the roles of banker and borrower broke up the class.

This business major is apt to find visiting black executives more credible than his regular teachers, according to the head of the Business Department at St. Augustine's.



After finishing a lecture, Robinson responds to a student's request for his autograph.

Students and instructors from two St. Augustine's classes, Business Corporations and Finance, and Economics, crowded into the basement amphitheater to hear Robinson and Major talk about modern banking practices.

"A chance to do something really meaningful in the lives of our younger brothers and sisters." That's the way Nancy Lane describes BEEP. Miss Lane was the first director of BEEP and now is second vice president of New York's Chase Manhattan Bank.

many blacks were preparing for nonexistent jobs. "Does that apply to banking?"

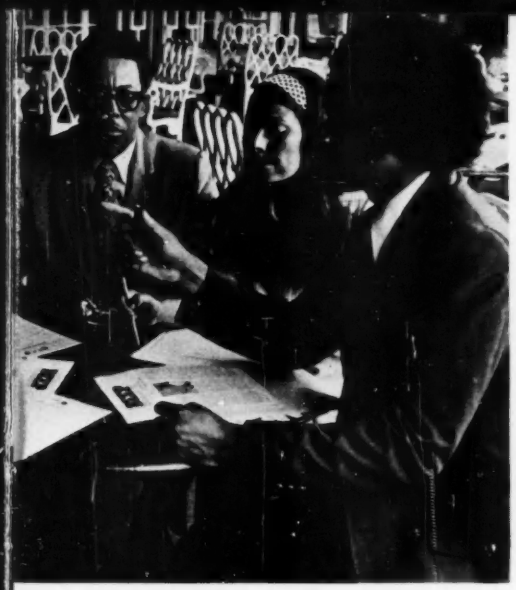
Robinson pointed out that in 1966 minorities represented only 2.3 percent of First Pennsylvania's work force and the proportion was less for all Philadelphia banks. And there were "no black officers in Philadelphia banks whatsoever." Most of the city's banks now employ about 10 percent blacks and at his own the figure was 13 percent. But there are not enough black officers, he added. "We have 81 branches and only one black manager and you are looking at him," he said, pointing at Major. At First Pennsylvania, only 6 of 450 officers are black, he said.

Banks and other businesses are trying to hire more minorities to meet Federal Equal Employment Opportunity requirements and to compete more effectively for minority customers, Robinson said. The immediate problem is lack of black managerial trainees, a problem his bank is trying to overcome by recruiting black women as well as men. "The prospects for black college graduates now are slightly better than for whites," he added.

The two-way dialogue was not confined to questions of race, however. The students, serious and attentive, stuck mainly to less volatile subjects such as:

How much do bank officers earn? Why was the dollar devalued in terms of German marks? Can banks invest in common stocks? How do you start a bank? What is credit life insurance? Will the national debt ever be settled? Do banks lend money to the Federal Government? Are banks subject to taxes? Do you do business overseas? How does a businessman borrow money? How are interest rates com-

Victoria L. Sanders, Chicago's first black woman stockbroker and a BEEP visiting professor, takes over a class at Bishop College in Dallas.



Plans for the BEEP architecture course are discussed at a meeting in Washington, D.C., between BEEP assistant director Viola Kaufman and representatives of two organizations of architects. Attending the meeting were (from left) Van B. Bruner, commissioner of community services for the American Institute of Architects (AIA); E. Donald Van Purnell, AIA administrator of community services; Ellen Myer, AIA staff coordinator for BEEP; John S. Chase, vice president of the National Organization of Black Architects; Miss Kaufman; and Robert Nash, AIA vice president.

puted? How do trusts work?

"I'm a sociology major," said one student. "If I wanted a job in your bank, what would I do?"

Robinson explained bank hiring procedures and told about First Pennsylvania's five different training programs—branch management, commercial, operations, financial management, and trusts. "The person and his goal are more important than the type of academic training he has, though of course business and economic education are important."

"You're saying character is more important than education?" asked the student.

"Your education might get you in," said Robinson. "But what you do at the bank gets you on. Nobody gives you a free ride."

"Do you have to start as a teller?"

"You may, but don't let that stop you. Get as broad a range of experience as possible. This is necessary if you're going to be a good manager."

Robinson used other questions as takeoff points to discuss time and demand deposits, ownership and transfer of property, estate planning, joint savings accounts, safe deposit boxes, and inheritance taxes.

Major passed out four folders containing loan proposals, prepared by certified public accountants, for a church, a restaurant, a clothing store, and a janitorial service. In each case, he asked one student to play banker and quiz another student acting the part of loanseeker. "What would you look for if a man asked you for a loan?" said Major, and then answered his own question. "Look over the assets, income, past record on loans, collateral. Look at it hard-heartedly. Lending money requires commonsense. You can't be too sentimental, not even for a church. Be reasonably sure the borrower can pay it back."

The questioning by the student "bankers" often was sharp and to the point. "What do you want this loan for?" demanded one student of his potential "borrower."

"There's the central question," said Major.

"How old are the members of your congregation?" demanded the "banker" of the "clergyman" seeking the loan.

"Now there's really a sophisticated and pertinent question," said Major. "He's trying to find out if the congregation is old and declining, or young and growing, which will tell you something about your chances of collecting."

Maximum Exposure Sought

Robinson was the fourth in a series of 10 black bankers invited to St. Augustine's during the fall semester. Like the others, he was scheduled to talk to the juniors and seniors in the Money and Banking Class at noon on Tuesday and Wednesday, taking over from the regular instructor. And like the others, he was also asked to address other classes and the Business Club so as many students as possible could have the benefit of his expertise during the 2-day period.

One of his most interested listeners was Scipio B. T. Easterling, a junior in business administration and a native of Raleigh. "We're in a remote situation here on the campus and he gives more insight into the business world, more practical direction rather than the theoretical or perceptual material we get in class," he said. "A lot of people here haven't seen blacks in these positions, as officers in banks. You go downtown here and you don't see it. It gives you hope you can rise when you get out."

Though BEEP is only 4 years old, its roots go back to 1965. That's when the National Urban League established a summer fellowship program so black college instructors could work for a summer at a selected firm to gain knowledge of advanced business practices. The program was judged necessary because business had long been a neglected area in black education. Traditionally, black colleges had moved students into education, the ministry, and social work, where they were more certain of a welcome. When the civil rights movement of the 1960's began to lead to more black hiring in business positions, the schools could not keep pace.

The program has grown steadily and during the summer of 1972, 140 teachers from 50 colleges worked with 52 corporations and 10 Government agencies. Participating were such corporate giants as IBM, General Electric, Eastman Kodak, Mobile Oil, and Xerox, and such Federal agencies as the Bureau of Labor Statistics and the Atomic Energy Commission. Since 1965, professors from 66 of the 85 black 4-year colleges in the U.S. have participated.

The participating company or Government agency pays the teacher the salary he makes at school plus a cost of living allowance and round-trip transportation. Administrative costs—currently running about $65,000 annually—were paid by the Ford Foundation for the first 5 years and have been funded by the U.S. Office of Education for the past 2 years.

This fellowship program gives teachers access to resources previously not available to black institutions and helps move them into the mainstream of U.S. educational and industrial life. They return to campus better qualified to counsel students seeking a career—students

coming from poor families and often unable to receive practical advice from relatives or friends. The program also enables the colleges to make intelligent curriculum changes to meet modern business needs and puts faculty members in a better position to tap business and industry for the money and equipment they need to improve their schools.

The summer fellowships led almost naturally to BEEP. Inspiring instructors and bringing black business schools up to date was all very well, but what about the students? How could they be shown that the gateway to the business world had at last come unlocked? And how could they be persuaded to look beyond the "safe" professions for blacks and to step out to the promising but uncertain terrain of big business and big industry?

The answer was BEEP, according to Nancy Lane, now second vice president of Chase Manhattan Bank, and until a year and a half ago Urban League administrator for both BEEP and the Summer Fellowship Program.

BEEP provides successful role models for black students. It bridges the gap between textbook theory and actual application of business tools and techniques. "It brings home to the student from the black perspective the real picture of the pluses and minuses of moving into the corporate scene," said Miss Lane. "It links corporations interested in hiring black college students, the faculty who want to do their best to prepare the students for business careers, and the black men and women who are in business and industry today. It gives these executives a chance to do something really meaningful in the lives of our younger brothers and sisters."

BEEP began in the fall of 1968 with a trial run at two schools, Southern University at Baton Rouge, La., and the Atlanta University Graduate School of Business. For the fall 1972 semester, some 120 high-level black executives representing more than 115 major corporations were visiting 12 black colleges, mostly in the South, and teaching 14 courses in 10 subjects, including personnel management, accounting, corporate finance, architecture, money and banking, and marketing.

Project administrative costs are covered by an annual grant of about $100,000 from the Ford Foundation. The colleges pay nothing, and the corporations who lend their executives as teachers pick up the tab for their expenses, including travel. The Urban League estimates that by the end of the spring 1972 semester a total of 250 corporations had participated, at a cost to them of about $600,000. The League further estimates that BEEP executives have reached more than 12,000 students through classroom lectures, seminars, and informal discussions at lunch and in the evenings.

Not all the visiting executives are men. Among the female participants are Victoria L. Sanders, Chicago's first black woman stockbroker; Cynthia Adams, regional training manager for IBM; and Evelyn Freeman, executive vice president of Recruiting Management Consultants of New York.

Biracial Advisory Committee

Other firms participating in the program include Gulf Oil, Ford, Philip Morris, Ernst & Ernst, Young & Rubicam, General Electric, The New York Times, Coca Cola, and Equitable Life. Also helping out with advice on curricula and similar matters are five professional organizations: American Chemical Society, American Institute of Architects, American Bankers Association, American Institute of Certified Public Accountants, and National Association of Black Accountants.

An advisory committee of black and white business executives helps the Urban League provide overall direction. A full-time staff conducts the day-to-day operations.

In a typical program for an 18-week semester, a class's regular instructor will teach for 8 weeks and the visiting executives for the other 10. A different executive lectures for 2 days each week. At St. Augustine's, for example, Robinson was preceded the week before by a black executive from Chicago's Continental Illinois Bank and succeeded the following week by one from New York's Morgan Guaranty Trust Co.

The lecture is keyed to the executive's area of expertise (Robinson's subject was "Consumerism, Banking and Lending"), but within the framework of the credit-bearing course. As "visiting professor"—the status given to participants—the executive also serves as a resource person for related courses. He is available for other classes, for after-class meetings and rap sessions with students, for informal and formal meetings with faculty and college administrators. An annual seminar in New York in June marks the end of the academic year and brings together all executives, anchormen, and faculty who participated in the program. At the seminar, the program is reviewed and evaluated, improvements and expansions are made, and curricula are developed for the upcoming semesters.

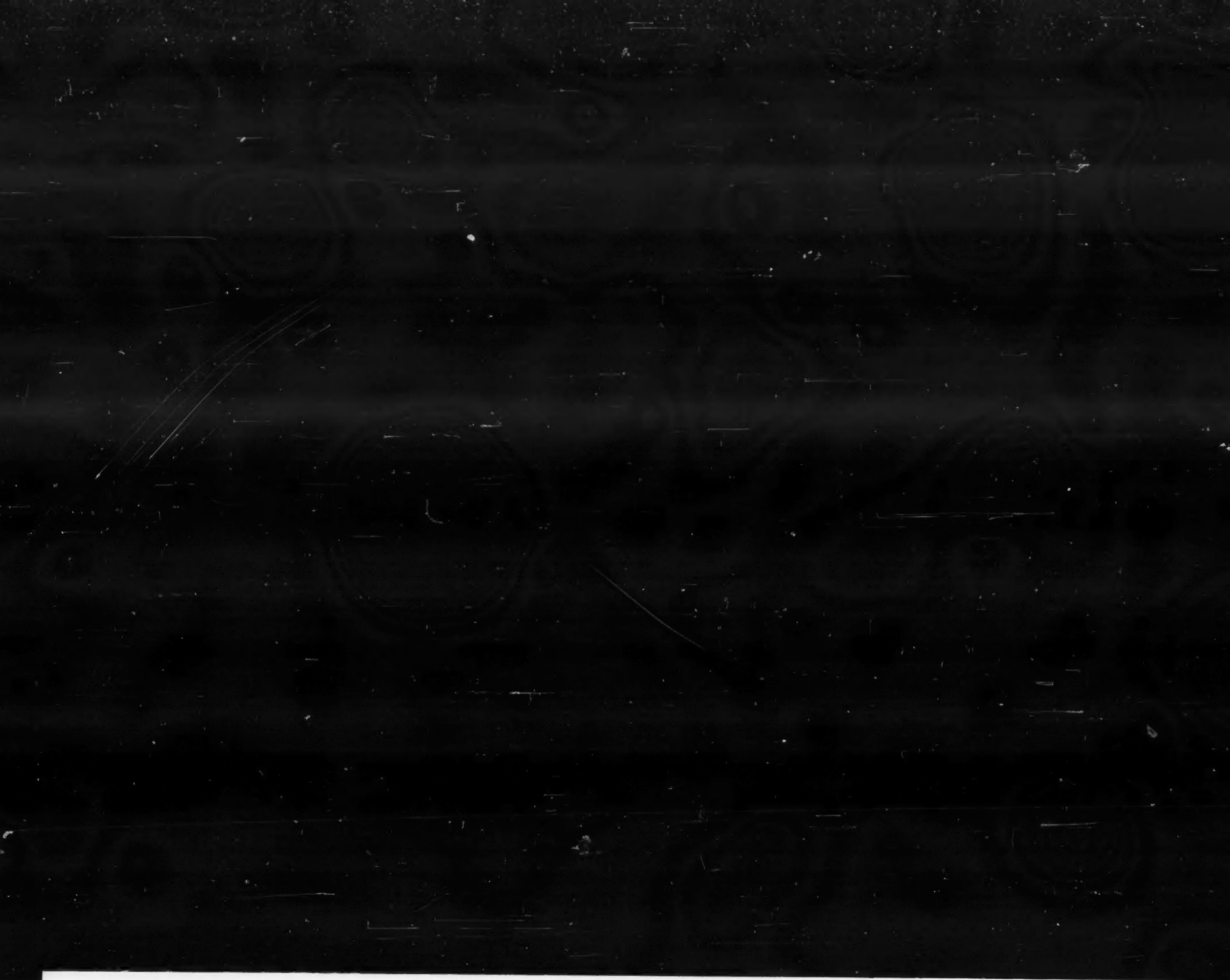
"This is our second year and it's a wonderful program," said Youngil Cho, head of the St. Augustine's Business Department. "Black students still think things are as they were 20 years ago, with no opportunities in business. But when they see men like Mr. Robinson, they see a better future. It's a good way to motivate them."

And try as they might, he added, academicians can't match black executives for credibility. "Students can ask the same questions of me but when they ask Robinson they feel different—and they listen different."

Robinson believes it is a mistake for the visiting executives to go before their classes with prepared formal lectures. "It should be more of a chat, a mutual learning session," he said. "I use few notes. You have to try to feel the students out, throw out a few things and see what they bite on, where their interests lie.

"It's not all technical training. I find it's often important to devote class time to survival skills. Students have to come into business with a realistic viewpoint. I think they ought to start at lower level jobs, with not so much responsibility, so they can have a little breathing room. Otherwise he or she may be overwhelmed. The more responsible jobs will come along soon enough, and then they'll know how to handle them. They'll learn to deal with people of different views and different egos and personalities. The guy who is successful is the guy who learns how to do that. He learns the practical politics of business."

At the end of each class, students crowded around Robinson and pelted him with questions. One paid him the supreme compliment. She asked for his autograph. □



News&Notes

Europe likes flexi-time work, Business Week magazine reports. Thirty percent of Switzerland's industrial work force uses it as does 5 percent of Germany's total work force. Holland, France, Japan, and the Scandinavian countries are experimenting with it. Flexi-time means flexible working hours, within limits. At Omega Watch, in Switzerland, for example, where 90 percent of the work force of 2,500 is on flexi-time, workers must be at their benches from 8:30 to 11:30 a.m. and 2 to 4 p.m. The rest of the work day, 3½ hours, can be put in at any time the plant is open from 6:30 a.m. to 6 p.m. Plant production has dropped slightly but this has reportedly been more than offset by improvement in quality.

* * *

Nonagricultural job placements by the State employment services in fiscal year 1972 totaled 3.8 million compared with 3.4 million the previous year, a 13 percent increase. Job listings rose 7 percent, from 6 million to 6.4 million. Placement of veterans increased by 31 percent, of the disadvantaged 28 percent, and of minorities 15 percent. Much of the increase was attributed to a Presidential Excutive order requiring employers with Federal contracts to list their job openings with the employment service.

* * *

About 100 unemployed migrant workers, most of them Spanish-speaking, will be trained as paraprofessional teachers and teacher aides for jobs at Head Start centers in their home communities. The Manpower Administration has allocated nearly $260,000 for the project. Head Start is a federally funded education program for preschoolers. Each recruit will receive 16 weeks of training from the Institute of Human Resources Development, a nonprofit educational development corporation at Yuma, Ariz. Migrants from 14 States are being selected for the program.

* * *

The Manpower Administration has published a booklet, "Tax Credit: Employers Can Win Too," which outlines new tax advantages for employers who hire welfare recipients. Copies may be obtained from Manpower Information, Manpower Administration, U.S. Department of Labor, Washington, D.C. 20210.

New training standards for apprentices in the art of making artificial limbs and other prosthetic aids have been approved by the Manpower Administration's Bureau of Apprenticeship and Training. Technicians in this field work directly with physicians and surgeons in providing artificial limbs and other appliances. The apprentices will train for 4 years.

* * *

The U.S. Department of Health, Education, and Welfare has made about $3.5 million in Special Health Career Opportunity grants to 29 schools and organizations to increase the number of minority physicians, dentists, and other health professionals.

* * *

The Virginia Employment Commission reports it has transformed a Ph.D. into a plumber. He is Dr. Klass Hoen, 50, a native of Holland who came here in 1970 and taught for a while in North Carolina schools. When he and his family moved to the Roanoke Valley of Virginia, Dr. Hoen couldn't find a job in his field, agronomy, so he took a Manpower Development and Training Act course in plumbing at the Skills Center in Crewe. He now works full time as a plumber for an air-conditioning firm in Roanoke and has enrolled in a refrigeration course at a community college to better qualify him for his new career.

* * *

The Ford Foundation has announced grants totaling about $50 million over the next 5 years to 25 black private colleges. Two million dollars is being put up by the Fairchild Foundation at Ford's urging and the rest by the Ford Foundation.

* * *

The Labor Department has set a minimum goal of 1.4 million jobs and training placements for Vietnam-era veterans for fiscal year 1973. Last year the Department found jobs or training slots for 1.3 million veterans, exceeding the goal by 30 percent. About 600,000 men and women are expected to be discharged from service this fiscal year.

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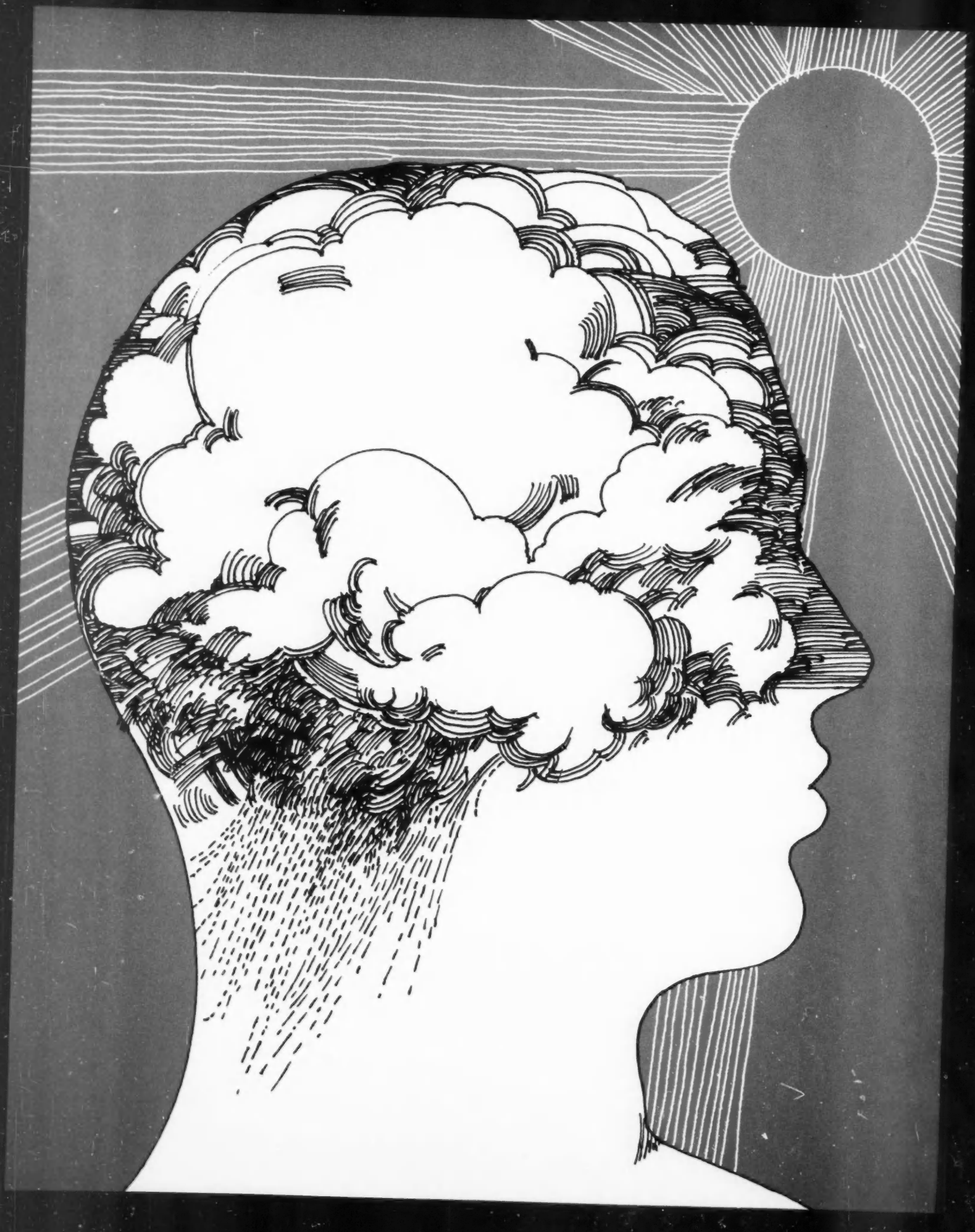
Men and women from minority groups make up 14,124 of the 79,422 full-time employees of the 50 State employment security agencies. This is 18 percent of the total staff, compared with 12 percent in 1967.



Working Back to Mental Health

Sheltered Workshop Prepares Emotionally Ill People to Return To Competitive Jobs

Jonathan Swift in his famed *Gulliver's Travels* advocated work as a cure for emotionally disturbed people. Though he offered this advice in 1726 in a spirit of mordant satire, mental health experts today find he wasn't off the mark.

Routine but productive work is one of the main tools used by the Anchor Mental Health Association of Washington, D.C., to help emotionally ill adults get well. People who come to the Association's Vocational Adjustment Clinic work at a variety of tasks, including minor repairs of equipment for local utility companies and preparing mass mailings. They are paid for what they do.

Clients of the clinic do their jobs in what is known as a sheltered workshop. It represents the final miles on their route to recovery from mental illness. They come there after months, perhaps even years, of in-patient or out-patient hospital care, psychological treatment, and therapy. Many of them still live in the hospital and return there after the day's work.

They are referred to the clinic by their doctors or by the District of Columbia Bureau of Rehabilitation Services (formerly the Department of Vocational Rehabilitation).

"The workshop gives our counselor a chance to find out where the clients are, how much responsibility they can assume, and how they're getting along with their peers," said Matthew McGuire, clinic administrator. "The sheltered workshop tries to approximate the work situation as closely as possible. We run it like a business operation. They must be at work on time, confine lunch to a half hour, and accept correction on shoddy workmanship. Their pay is docked for tardiness."

The one thing missing is the normal pressure of the workplace, which helped send some of them into an emotional tailspin in the first place. Each person is permitted to work at his own pace.

"All the pressure is borne by the staff," said McGuire. "We're not here to give these people another nervous breakdown."

Each man and woman—normal enrollment is about 25—spends 35 hours weekly at the workshop, an

Job Interview In Austin

'Mental Patient' Tests State Office's Reputation for Hiring the Handicapped

by Bernard Posner

Unsurely I entered room 810 of the State Government Finance Building in Austin, Tex. There was no name on the door.

"Is . . . is this the personnel department of the Board of Control?"

"It certainly is," replied a cheerful young secretary. "What can we do for you?"

"Is this where I can apply for a job?" Before she could answer, I said, "I'm a mental patient at Rusk Hospital. I'm getting out soon. I need a job."

"Oh, we hire a lot of people from Rusk and the other hospitals," she said. She didn't use the word "mental." "Let me get you an application form. You can sit over there and fill it out. Then you can talk to Mr. Larry Buckley. He's our personnel director."

I took the form and on the spot manufactured a new identity for myself—new name, new background, new work history. Rereading it, I wouldn't have hired myself: Many mental breakdowns, many jobs in all parts of the country, many periods of unemployment, many long sessions in the hospital, little education.

I gave the form to the secretary and she took it to Buckley.

Mr. Posner is deputy executive secretary of the President's Committee on Employment of the Handicapped.

Mental Health *continued*

attractive four-story building in the business section of the city provided rent free by the Catholic Archdiocese of Washington, the clinic's official sponsor. Six hours a week are set aside for lunch and group counseling and the other 29 are devoted to work. Most clients earn 40 to 80 cents an hour, which they keep. To attend the clinic, clients are charged a "tuition" of $40 a week, which in almost all cases is paid by the Bureau of Rehabilitation Services or by their medical insurance.

When the clients are ready to go into the outside world and hold regular jobs—this usually takes 3 to 9 months—they are placed by the clinic, which has access to the listings compiled through the District of Columbia Manpower Administration's automated Job Bank. This can lead to some tense or comic moments.

One Russian immigrant, hospitalized 3 years back for acts of vandalism at the Capitol, was judged ready for a regular job after several months at the workshop. The Job Bank turned up an opening for a crane operator—

Job Interview *continued*

What was the point of all this? I had heard that the Texas Board of Control had unusual personnel policies regarding the handicapped and particularly those who had been mentally ill. I wanted to test them out.

At last the secretary invited me into Buckley's office. He had been spending the morning interviewing job candidates.

"So you're looking for a job," he said.

"Yes sir. I'm a patient at Rusk Hospital. The doctors said I'm ready for work."

"I've read your application."

"Not so good, is it?"

"Oh, your past doesn't bother me. It's your present and your future. I'd like to give you a chance here, maybe in custodial work, maybe even clerical. I see you've had a little office experience.

"But," he continued, "I need a statement from your doctor giving me your medical history. It's to help me place you in the right kind of job. You wouldn't want a job that would irritate your problem. Or a job where the people couldn't get along with you. If I know your medical history, I can find something that would be best for you."

He never used the words "mental illness."

He asked for my doctor's name. "Larry Smedley," I said—an old friend whose name was the first to pop into my mind. On a memo pad Buckley wrote:

"Dr. Larry Smedley: Please contact me concerning Mr. Bernard Post (the name I was using). I will consider him for employment if possible. Thank you. Larry Buckley."

He read me what he had written. "Now you tell him to write me or call me collect. And tell him to send the report 'confidential,' so that nobody else around here will see it."

He chatted about the Board of Control—which handles all purchasing and custodial and

his trade in Russia—with a local construction company. Clinic staffers carefully coached him in advance on how to conduct himself at the hiring interview. He was cautioned to answer questions briefly and—while he should be truthful—not to volunteer information about his illness.

The first question the employer asked was, "What have you been doing lately?"

"I came here a couple of years ago," the man replied. "I was here a couple of days and I got locked up and I been locked up ever since."

"I was hoping the floor would swallow me up," said McGuire. Fortunately the employer was not bothered by a history of mental illness. The crane job was filled but he offered the immigrant $3.50 an hour as a concrete form maker. The man held the job for several months until he found an opening in his regular trade and is now working in New York.

Most of the clinic's clients are between 25 and 40 years old, and there is about an even split between men and women, and whites and minorities. The clinic serves 80 to 85 persons a year, and of those who successfully complete the work program, as laid out by their social workers or psychologists, about 80 percent are successfully placed in jobs or in training programs, or return to homemaking duties. The typical client has about 2 years of high school education, and a sporadic work history in semiskilled blue-collar work.

Some, however, are professional people and their rehabilitation can be even more tricky due to the pressures normally inherent in their jobs. One 50-year-old accountant, retired from the Government on a disability pension, came to the clinic after 5 months in the hospital. At first he was so shaky he couldn't accept responsibility even for collating and assembling a simple mailing. Under the clinic's careful prodding, he gradually improved and worked with McGuire on several important projects, including establishment of a recordkeeping system for the clinic.

After 3 months, he was judged ready for the regular job market and became an accounts receivable clerk for a retail clothing store. "He was hanging on day to day and after about 6 months got some confidence and went and got himself a job at $12,000 a year as head accountant for a local charity," said McGuire. "He cracked in a week." He returned to the clinic and started all over again. After 3 months he was able to handle a $5,500-a-year job with an office supply firm as an accounts receivable clerk. He was eventually able to transfer to a better job with the same firm, and seems on the way to complete recovery.

The workshop began in 1968 with a 3-year, $65,000 contract from the U.S. Department of Health, Education, and Welfare. During those years, it served 217 disabled clients and rehabilitated 153. Today it operates without any Federal money. Its budget this year is $50,000. Most of this will come from "tuition" from clients and income from the jobs done at the workshop. The rest has been donated. IBM has given $1,500, the Public Works Foundation $5,000,

security services for the State of Texas—and about the nature of some of the custodial jobs that I could fill.

The interview was over.

As I rose, I said, "Mr. Buckley, I have something I want to tell you."

"Sit down and tell me," he said. "I've heard everything from everyone. You can level with me." He sat back, expecting the worst.

"I'm not what I said I was. I'm a fraud. I really work in Washington, for the President's Committee on Employment of the Handicapped. I heard all about your personnel policies regarding the handicapped. I wanted to see for myself and write an article."

Mental Health *continued*

and the Campaign for Human Development, a local Catholic fund raising group, $2,500.

The clinic has a full-time staff of five, including a social worker and two work supervisors, aided by 10 part-time specialists, including two psychologists, two psychodramatists, and two personal hygiene instructors.

These specialists seek to reacquaint the client with the work environment, through job and group counseling. The personal hygiene counseling sessions stress the importance of appearance in finding and keeping a job. Topics include posture, skin and hair care, health habits, and buying and wearing clothes.

Psychodrama sessions teach the clients how to get along with their employers and their fellow workers. Occupational adjustment counseling prepares them to tackle the practical problems in getting and keeping a job—job applications, job interviews, finding work, and positive work attitudes. These group counseling sessions proceed on a 13-week cycle.

Individual counseling by the staff social worker or a psychologist is provided when needed. At monthly meetings, the staff discusses each client's problems and assesses his or her progress. The client's sponsor—his vocational rehabilitation counselor, psychiatrist, psychologist, or social worker—is kept informed of each person's progress, and is encouraged to visit the workshop and attend the staff meetings.

Despite the lack of pressure, the workshop has failed to meet only two production deadlines over the past 2 years, according to McGuire. "It's amazing," he said. "We don't tell the people we have a deadline but they rise to the occasion and produce more quickly because they seem to sense our need. It's like electricity. A team spirit comes from working on a project and getting something out."

"They do really fine work," said Ava Cowger, associate director of alumnae affairs for the Trinity College Alumnae Association, one of the clinic's better customers. "They're quick and cooperative and quite reasonable."

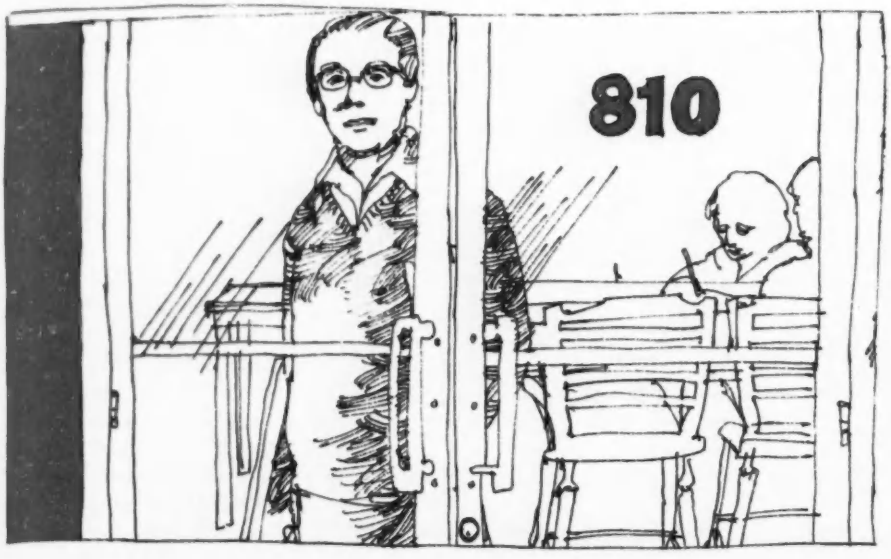
Trinity Alumnae has several mailings a year of 7,000 to 10,000 to its membership. Workshop participants collate the material, stuff it into envelopes, seal and address them, and sometimes sort them by zip code.

"They can get a major job out for us in 2 days," said Mrs. Cowger. "On the smaller jobs they're even faster than our computer."

Sheltered workshops such as the one sponsored by Anchor Association are certified by the U.S. Department of Labor to permit handicapped people to do certain types of jobs at pay below the Federal minimum wage. Each person's pay is based upon how his or her production stacks up against a "normal" worker doing a comparable job.

The overriding purpose of the workshop and clinic is to return the emotionally ill person to a position of independence in the community. The importance of such a mission is underscored by the fact that well over 3 million Americans a year receive institutional care for mental illness and more than 1 out of 3 hospital beds are occupied by mental patients. The magnitude of

Job Interview *continued*

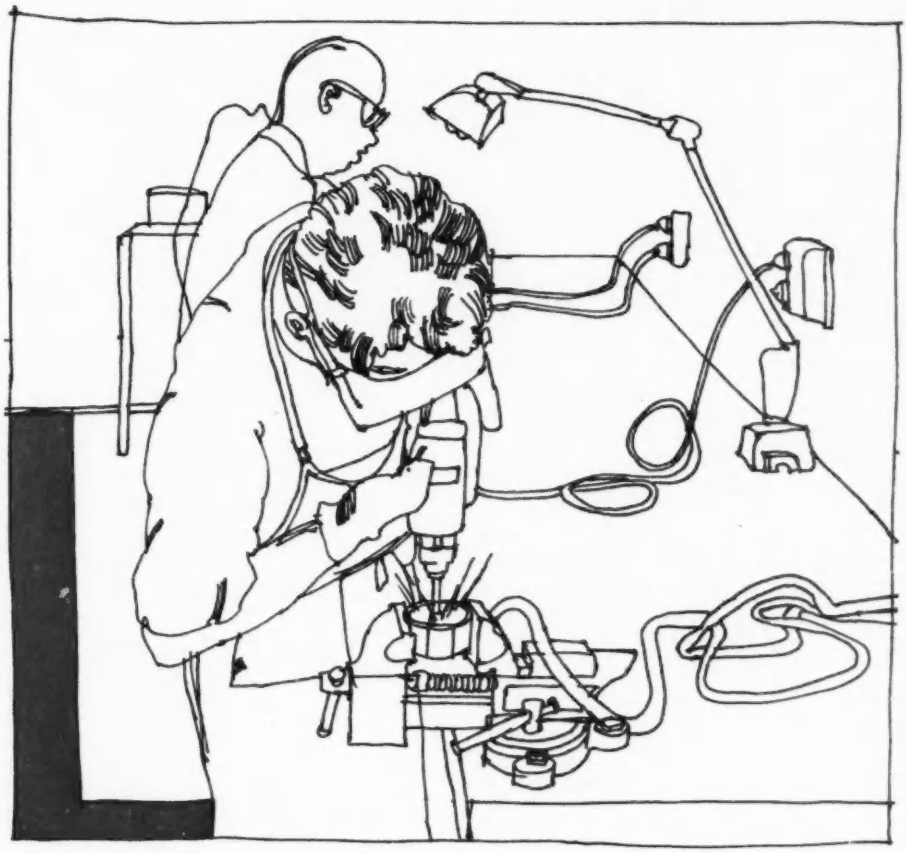


He didn't believe me.

"It's true," I said. I explained quickly about the committee, about our work. After a while, he smiled and accepted my explanation. Then he told me about his approach to helping the handicapped.

He personally keeps tabs on all 60 handicapped men and women on the payroll—including a large number who have been mentally ill—to be sure they are progressing satisfactorily and to help with any problems they may have. He has rehired mental patients who have had relapses on the job—and he intends to keep on rehiring them.

He has been awakened many times in the middle of the night to



the problem is aggravated by the distrust and distaste some employers feel for those who have suffered from emotional illness.

"I'm not a psychiatrist," said McGuire. "I deal with the business end. But I think people who get sick emotionally are just like everyone else. The difference is that things affect them in a more drastic way. Remember Poe's story, 'The Fall of the House of Usher'? The man was insane but it was because of his heightened perceptions. A lot of them here are like that. Or they have suffered a personal catastrophe like the death of someone they loved, or perhaps have lost a job and a wife or husband at the same time.

"If we can get a client's work problems straightened out, hopefully other parts of his life will straighten out. We have limited functions and goals. It's up to the social worker to make sure the client has an adequate place to live and to the psychologist to make sure he has an adequate self-image.

"Most emotionally ill people get well. It's not an abracadabra band-aid thing. It takes work and time." □

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help employees in trouble. He always responds. He will put up with almost anything except falsehoods. "I level with people and I expect people to level with me," he said. I had a faint twinge of conscience.

Buckley recalled that one time a young man burst into his office and sobbed that he wanted to commit suicide. An epileptic with a history of mental illness, he claimed that nobody cared whether he lived or died.

"I care," said Buckley. "If I didn't care, would I be talking to you? How do you want people to show they care?"

"But so much is wrong with me. I can't stand living on pills."

"Something's wrong with all of us. I take pills too. For muscle spasms."

They talked far into the afternoon. The young man calmed down. He hasn't had an outburst since. Today he is one of the best custodial workers in the agency. He loses no time for illness.

Buckley started at the Board of Control 9 years ago in the reproduction division. Three years ago he accepted an offer to get into personnel work. He took college psychology courses to prepare himself for his new job and he reads extensively, mainly in the field of mental health. He looks at his job this way:

"I may be a little selfish, but I get a great kick out of my work. I feel I can contribute something to society because of my position. Not many people have my kind of opportunity. Yet more people could have it if they looked for it. You don't have to be in the personnel department to help the handicapped. Any supervisor can do his bit if he wants to. Any worker can do his bit to make the handicapped feel welcome.

"This is one field where you can receive more than you give. The satisfaction you get is much greater than the effort you put forth." □

Words & Figures

Unemployment Insurance Payments

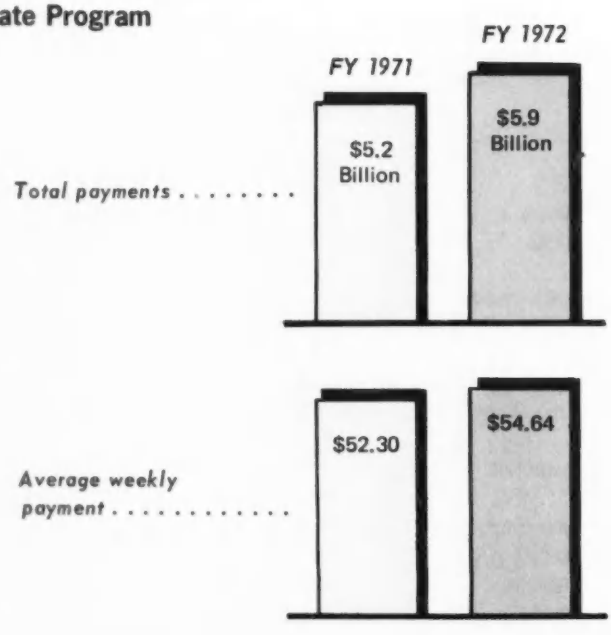
Benefits amounting to nearly $5.9 billion were paid to jobless workers under State unemployment insurance programs in fiscal year 1972, an increase of about $700 million over the previous year. The increase did not reflect higher unemployment as the insured jobless rate showed a decline over the year from 4 percent to 3.8 percent. The increase in total benefits stemmed chiefly from higher average benefit checks and a sharp jump in extended benefit payments. Extended benefits were payable nationwide for a 3-month period beginning in January 1972.

Under the extended benefit program persons unemployed for long periods can collect benefits beyond the maximum number of weeks normally permitted. Twenty-one States paid out $374 million in extended payments in fiscal 1971. In 1972 extended benefit payments were made by 50 States, Puerto Rico, and the District of Columbia and totaled about $720 million.

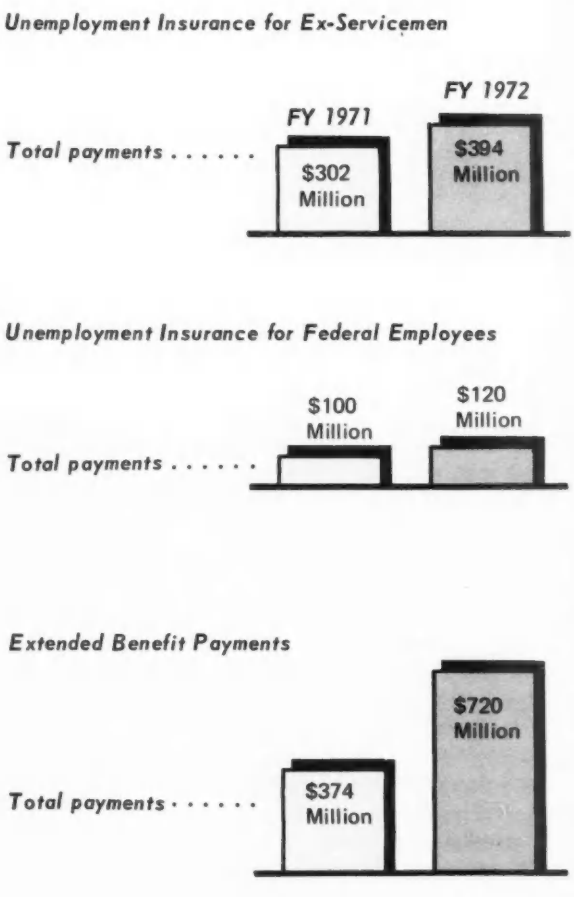
The average weekly benefit check in fiscal year 1972 was $54.64 compared with $52.30 the year before. This 4.5 percent increase was relatively small compared with recent years.

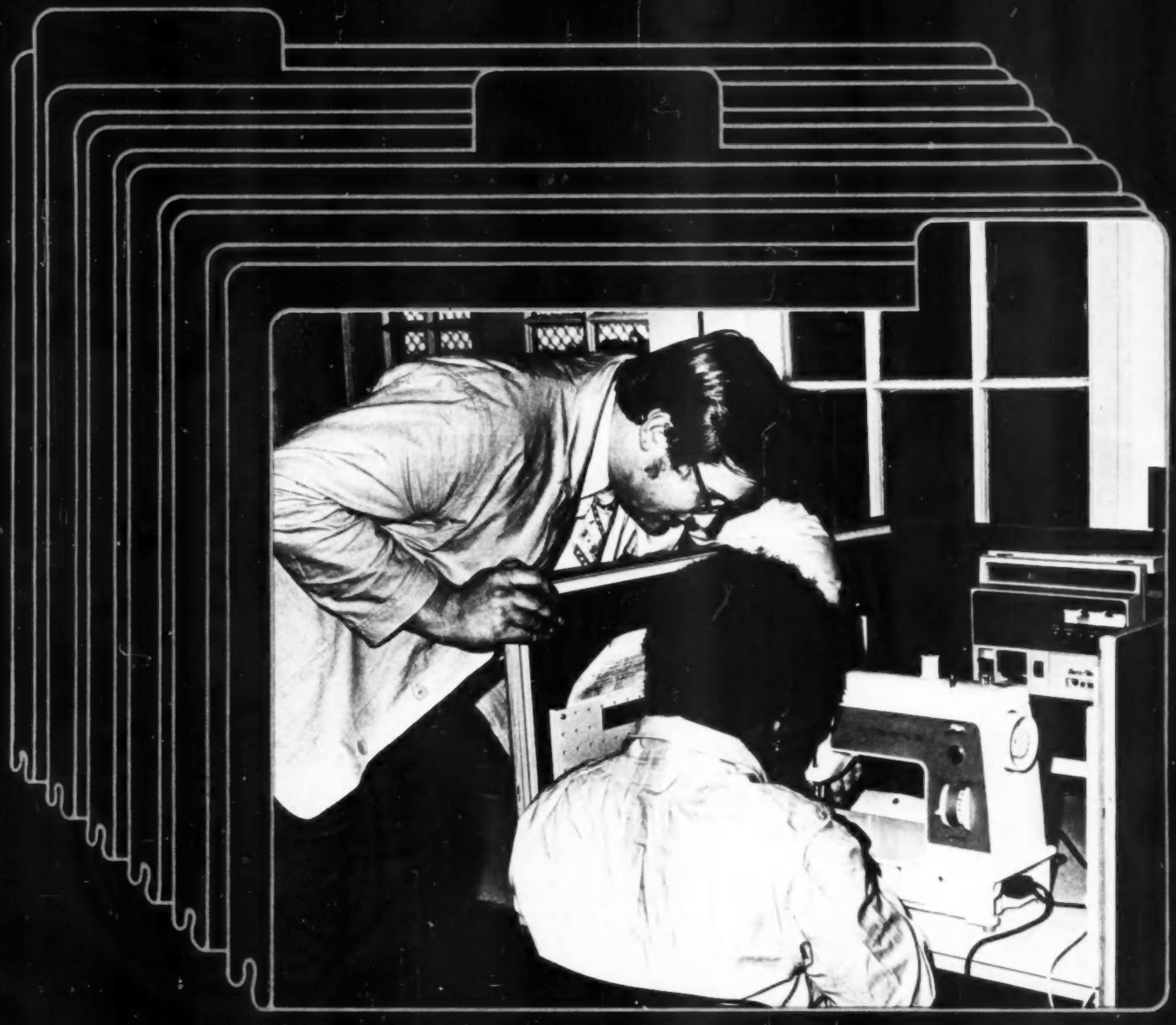
In addition to the State unemployment insurance programs, there are Federal programs covering ex-servicemen (UCX) and Federal employees (UCFE). These smaller programs paid out nearly $514 million in fiscal 1972—$394 million to veterans and $120 million to former Federal employees. In the previous year, UCX payments totaled $302 million and UCFE payments $100 million.

State Program



Federal Program





Developing the Job Potential in Welfare Recipients

Twenty-eight years old, illiterate, classified disabled due to diabetes, a 6-year veteran of the relief lines.

Eighteen years old, a dropout, highly introverted, receiving welfare payments through the Aid for Families with Dependent Children (AFDC) Program.

These are typical profiles of people who seem permanently destined for the welfare rolls. Yet both men are now working in full-time jobs, the former earning

Welfare Recipients continued

$3.18 an hour as an expediter for an optics manufacturer and the other as a $2.25-an-hour production worker in an industrial plant.

Both are products of a program being carried out by the New York State Office of Vocational Rehabilitation, the Social Services Department of Monroe County (Rochester), N.Y., and The Singer Company's Manpower Training Division in Rochester. The program's ability to move participants from welfare to work is particularly encouraging because it is dealing with people whose poverty is compounded by physical or emotional disabilities. Because of the severity of their problems, they could not be served effectively by other rehabilitation programs.

The project concentrates on solving participants' vocational problems and placing them in jobs as quickly as possible. The goal is to find employment for 250 welfare recipients in a year, thus enabling Monroe County to discontinue or reduce its welfare payments. By the 6-month mark at the end of September, 146 people had been enrolled. Of these, 67 had been placed in jobs, and 44 were still working and earning an average $2.50 per hour. (The 23 who could not hold jobs were moved back into the program for more services.) Thirty-seven were in the placement cycle, 23 were in evaluation, and 42 had been referred back to the Office of Vocational Rehabilitation to get more intensive services than the program was set up to handle. In time, many of these will return for job placement.

"We think these figures clearly support the validity of a concentrated approach to solving the multiple problems with which the disabled welfare recipient is most often burdened," said State Office of Vocational Rehabilitation district supervisor Edward Bryant. He views the program as an experiment to test the value of a commercial concern giving multiple services to people on welfare. One important benefit he perceives so far is that "Singer, as a member of the private sector, has extensive contacts with other companies and can talk to employers in a language they understand. In a program with jobs as the goal, this is a highly important consideration."

The program is funded by the U.S. Department of Health, Education, and Welfare, which allocated $208,000 for the first year. Monroe County also helps by making personnel and facilities available and by providing transportation, lunch, and clothing allowances.

Program Runs 7 to 9 Weeks

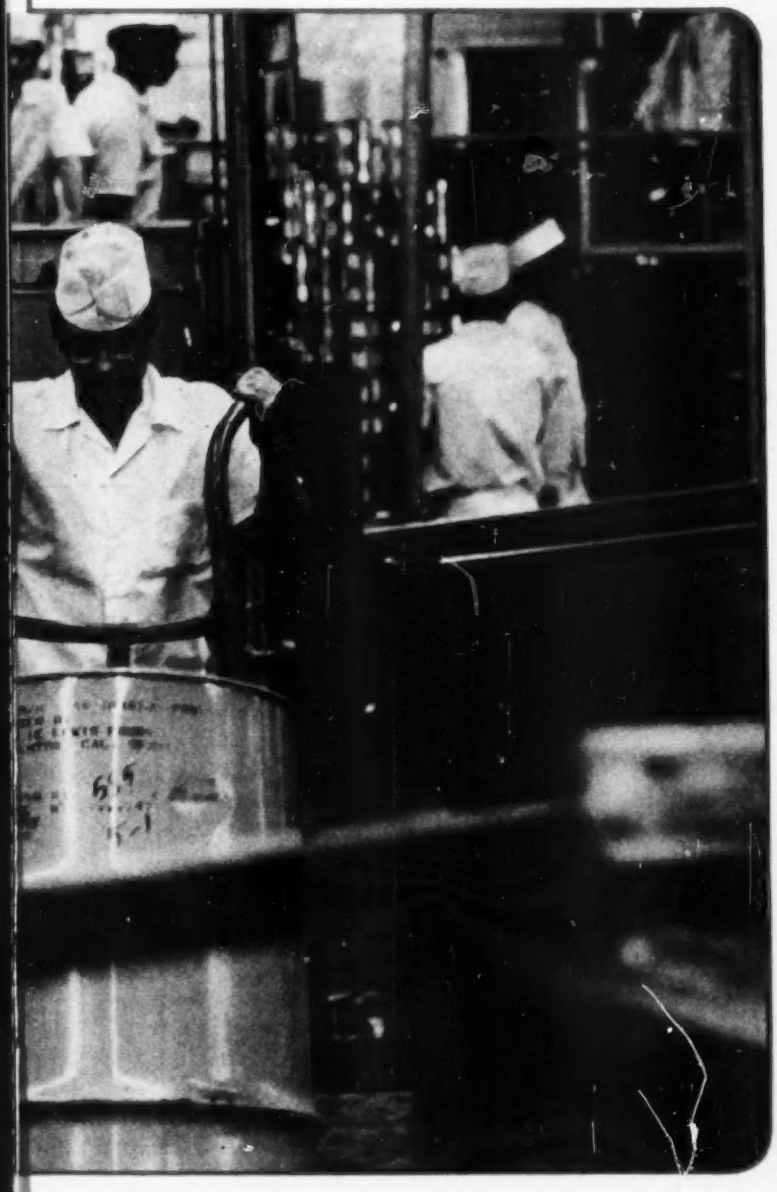
Singer was hired on the basis of its operation in Rochester of a project to help offenders. This project, started in 1970 and still going today, gives court probationers and jail inmates a variety of services to prepare them for employment. More than 200 ex-offenders were placed in jobs during the first year. Singer is using the same methods to solve the chronic unemployment problems of disabled welfare recipients.

The typical welfare recipient can move through the program into a job in 7 to 9 weeks. The program is broken down into three cycles—referral, which takes 1 week; occupational preparation, 4 weeks; and placement, 2 to 4 weeks. Postplacement services are made available up to 6 months.

The referral cycle is the responsibility of the two public agencies. Welfare recipients enter the program voluntarily. Initial screening is done by the Social Services Department, which refers candidates to Vocational Rehabilitation to determine if they are disabled and thus eli-

Robert Riddle is one of eight former project participants now holding regular jobs in a Rochester food processing plant. He earns $2.80 an hour.

Bench assembly is one of the 10 stations in the work sample series that is the heart of the vocational evaluation process



Counselors work individually with participants to help them examine realistically why they have been unable to hold a job and to assist them in obtaining supportive services.

A participant working on a filmstrip arithmetic lesson as part of his individually prescribed remedial education program gets help from Singer education specialist Richard Codding (left).

gible. Then they are tested by Social Services and Singer who review their personal, vocational, and medical history to develop a profile of each individual's schooling, aptitudes, and general personality traits.

Participants then move into the 4-week occupational preparation cycle, which is Singer's responsibility. The company gives each participant vocational evaluation, remedial education, job survival skills, and other counseling. Driver education is made available to those who need it.

Vocational evaluation is done through work samples, which reveal interest and abilities for more than 1,000 jobs described in the U.S. Department of Labor's DICTIONARY OF OCCUPATIONAL TITLES. Participants move through a series of 10 work stations, each devoted to a specific skill area. They carry out their assigned tasks at each station—doing simple bench assemblies with screw drivers and other hand tools is one example—under the direction of an evaluator, who tells them what kind of jobs are related to each station. This "hands-on" experience helps participants judge their own capabilities. After completing all the work samples each participant sits down with the evaluator and together they assess the participant's job interests and aptitudes.

Work samples take up half a program day. The other half is devoted to education, counseling, and job survival skills. The average participant has reading and math abilities below the sixth grade level. An intensive, individualized remedial program is set up to help each participant reach specified educational goals, which may range from advancing one grade level in reading and math to obtaining a high school equivalency diploma.

Group counseling sessions are devoted to job survival skills. Participants learn how to behave at job interviews, how to get along with employers, and how to improve themselves personally and socially. Topics covered include initiative, cooperation, reliability, money management, employee rights and benefits, and obligations to employers. Role playing helps participants prepare for job interviews. Individual counseling helps them examine realistically why they can't hold jobs or otherwise cope with their problems.

Singer is aided in the counseling function by two Office of Vocational Rehabilitation counselors and one from the Department of Social Services. Frequently, welfare recipients are unemployable because of personal and family problems, such as need for child care, or legal or medical assistance. The two public agencies often are able to obtain these supportive services from various public and private agencies in Monroe County. They also help the participants to find lodging, resolve family crises, and arrange transportation.

Building Self-Confidence

All these program elements are designed to build the participant's self-confidence, an important trait in getting and keeping a job, and one which disabled welfare recipients often lack.

The final cycle is placement—finding the client a job. The project staff works with the New York State Employment Service to determine what is available in the job market. Prospective employers also are contacted directly by Singer to discover suitable openings. Employers who have hired participants include Eastman Kodak, Fasco Industries, the University of Rochester, Holiday Inn, Textron, Inc., and the Graflex division of The Singer Company.

Some participants are unable to move directly into jobs. They lack skills or self-confidence, or a suitable opening isn't available. These people are shifted to job training programs operated by such organizations as the Urban Center and the Rochester Rehabilitation Center until they are ready for employment.

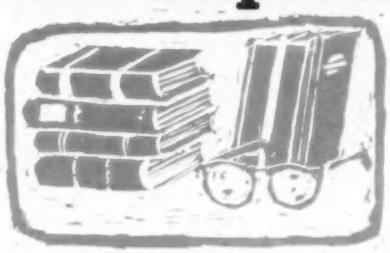
Education, counseling, and supportive services continue during the placement cycle and for up to 6 months after placement. These services help participants, many of whom have had no successful work experience, make a smoother adjustment into the job market.

Throughout the program, participant progress is monitored by a review board made up of Singer staff members and representatives from Vocational Rehabilitation and Social Services which meets weekly. Agreement by the board that special help is needed by a participant in any phase leads to immediate assignment of at least one member of the board to see that proper services are arranged.

The impact of the program on successful participants is twofold: They are becoming tax-paying members of the community, and in so doing regaining their dignity and self-respect.

For the Department of Social Services, benefits are beginning to show in cost savings. Job placements already have made possible elimination or reduction of welfare payments to 12 people, resulting in projected annual savings of more than $40,000. Another seven cases are pending closure, offering the prospect of more than $13,000 additional annual savings. Savings also are being realized through reduction of Medicaid (because employed clients receive benefits from employers) and food stamp payments. The project also has resulted in some welfare recipients being shifted from locally funded programs to ones that are paid for by the Federal Government. □

R&D Reports



Following is a selected list of reports on research and development projects funded by the Manpower Administration, U.S. Department of Labor. Copies of reports designated as NTIS are available from the National Technical Information Service, Springfield, Va. 22151 for $3.00 for a paper copy or 95 cents for microfiche (unless otherwise specified). Send remittance with order and specify accession number (PB plus six-digit number). Single copies of reports not designated NTIS are available from the Office of Research and Development, Division of Research and Development Utilization, U.S. Department of Labor, Room 100, 1111 20th Street, Washington, D.C. 20210, or the organization indicated in the listing. Special arrangements may be made for bulk orders.

Health Services Mobility Study

Report on three phases of a study conducted from October 1967 through March 1972 which (a) analyzed needs and potential for upward mobility in the health industry in New York City, (b) developed a systems-based methodology for creating job and curriculum ladders, (c) tested the methodology, and (d) provided technical support. NTIS (PB 210912).

Conference on Manpower Services for the Welfare Poor

Report of a 2-day conference of Federal administrators concerned with manpower services for welfare recipients and researchers who had conducted studies bearing on such efforts. Topics summarized in this report include work and family orientations; day care policy and environment; work requirements for welfare mothers; work experience of Work Incentive (WIN) Program trainees and other welfare and low-income persons; job mobility; menial jobs vs. welfare; the WIN team; and policymakers' use of and need for research. NTIS (PB 210334).

Parole: Origins, Development, Current Practices, and Statutes

Summarizes parole statutes of all 50 States, the District of Columbia, the Women's Board of Terms and Paroles in California, and the U.S. Board of Parole, and describes the basic components in the parole process. Project still is in progress and additional reports will be forthcoming. Available free from the American Correctional Association, 4321 Hartwick Road, College Park, Md. 20740.

Project VEHTS: First Interim Report

Project is experimenting with innovative approaches to removing the major barriers which prevent ex-service personnel from transferring from military medical systems to the civilian health field. This report on Phase I (July 1971—June 1972) describes the activities, accomplishments, and findings of the project conducted at Cook County Hospital, Chicago's only public hospital, which employs 5,000 persons. NTIS (PB 212626).

Employment and Addiction: Perspectives on Existing Business and Treatment Practices

Surveys the practices of both employers and drug treatment programs in dealing with employment needs of drug users and ex-users, as a means of developing potential models for coordinated employer-manpower development-drug rehabilitation activities. Drug rehabilitation programs, employers, and drug users in the Greater Boston Metropolitan Area were analyzed in depth as to the role of manpower training and employer hiring practices in the rehabilitation process. The major problem uncovered by the study was that although there was recognition of the importance of good job opportunities, drug rehabilitation programs do not consider vocational training or job placement important in the rehabilitative process, and employers turn down people with current or previous drug problems in the belief that they are bad risks and endanger productivity. NTIS (PB 211650).

SNAP/SMART II: A Simulation-Based Occupational Training Project

Describes use of the SMART simulator to help overcome traditional training program reliance on printed textbook matter while concurrently teaching remedial reading and mathematics to upgrade basic skills. Covers training in auto mechanics, appliance repair service, heating services, and radio-TV repair and electronics. NTIS (PB 210864).

The Impact of Company Training Programs on Reducing the Alienation of the Hard-Core Unemployed

Study probed the effect of differing organizational experiences on alienated black employees in company training programs for entry-level workers. Assuming that two major factors in the dynamics of poverty—lack of education and job skills, and prejudice—have impeded the entry of male blacks into the labor market, thus adding fuel to feelings of alienation, the researcher attempted to isolate organizational inputs necessary for companies to place and retain the "hard-core" unemployed. NTIS (PB 207318).

The Impact of Urban WIN Programs

Neither quality of staff and services provided nor efforts to alter enrollee attitudes or motivation can do very much to increase placement rates in the Work Incentive (WIN) Program, according to this study in over 100 urban locations across the country. Instead, placement rates, the most common measure of the effectiveness of WIN, which is designed to move welfare recipients into jobs, appear to depend almost entirely on the demand for labor and on community attitudes toward WIN clients. Study suggests a more flexible concept of WIN effectiveness should include other benefits which the program provides such as employment preparation and increased employability, counseling, improved self-image, and education. NTIS (PB 210469). $4.85.

Experimental Laboratory for Corrections: Phase II Final Report

Report of progress achieved by the Experimental Manpower Laboratory for Corrections (EMLC) from March 1, 1970 to August 31, 1971. During this phase, EMLC conducted five longitudinal studies in the broad application of the principles of behavior modification to solve several problems encountered in correctional rehabilitation. These studies were: (a) establishment of one cell block at the Draper Correctional Center in Alabama on a "token economy" system to instill desired behavior (order and discipline, personal appearance, routine maintenance tasks, work assignments) instead of the traditional use of threat of punishment or similar methods; (b) "contingency management," or the use of monetary and social awards to obtain increased performance in basic and remedial education; (c) a formal training package for correctional officers; (d) the use of a device known as the Environmental Deprivation Scale as a means of predicting recidivism by examining the characteristics of a releasee's environment; and (e) a detailed analysis of the nature of the offender's contacts with the public employment service. NTIS (PB 211730).

Guide for Employment Service Counselors in Correctional Manpower Development and Training Act (MDTA) Programs

A "how to" format and cartoons depicting situations often faced by employment service staff in placing ex-offenders on jobs, based on field work conducted by the Experimental Manpower Laboratory for Corrections over the past 8 years. Areas covered are finding and developing training-related and otherwise desirable jobs; matching individual trainees to available jobs, in terms of training relatedness, location, and other job conditions; arranging for supportive services and further assistance as needed to maintain employment; and keeping complete and accurate followup data. NTIS (PB 212289).

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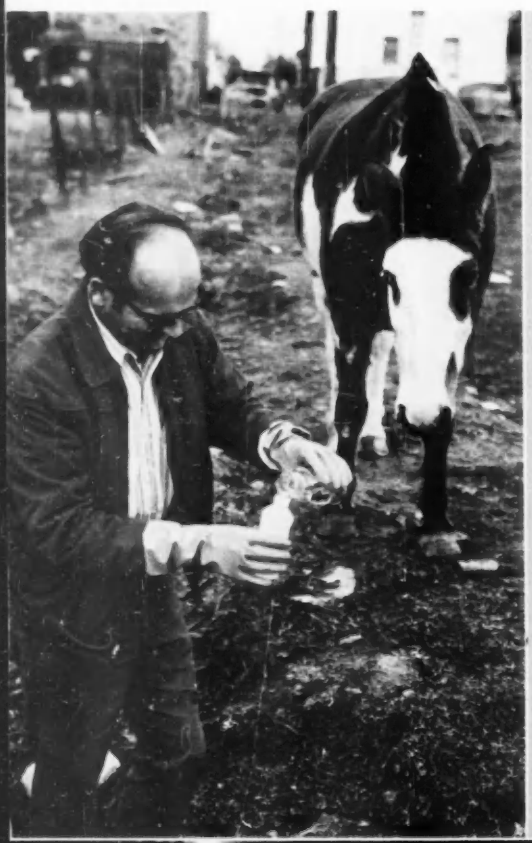
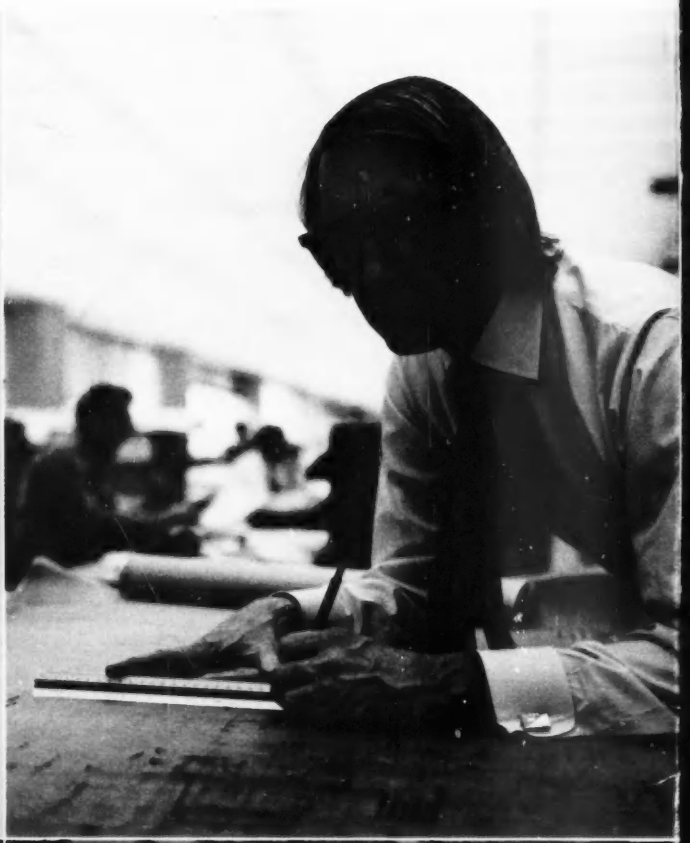
Thomas Putkey(left), Ming-Yuan Feng(below), Victor Damm(right), and John Evans(lower right) are displaced aerospace professionals who have made the often difficult transition to other fields. A report on the way the Technology Mobilization and Reemployment Program is helping some of the Nation's best educated manpower cope with a changing job market begins on page 2.